

Disgrace in Departments of English and Colleges of Education in Sudanese Universities

**With Special Reference to
SUST and Al Neelain Universities**

Dr. Abdelrahman Mohammed Yeddi Elnoor

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“And thus do We explain the Ayat (proofs, evidences, verses, lessons, signs, revelations, etc.) in detail, that the way of the Mujrimun (criminals, sinners, cheaters and deceivers), may become manifest (so that you can avoid them)!”

[Al Ana'm: 55]

The prophet PBUH and his progeny said:
“... he who cheats us is not one of us” [Abu

Daawood, At-Tirmidhi, Ibn Majah and others]

**Dedicated
to**

Whoever wants to avoid the ways of criminals,
cheaters and hypocrites

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In the name of the Almighty Allah, and PBU the Prophet Mohammed and his pure Progeny

Acknowledgment

Allah's will (be done)! There is no power But with Allah, the Almighty, Praise be to Allah, the Cherisher and Sustainer of the Worlds, and PBU the Prophet Mohammed and his progeny.

Dear reader, Quran says, "O you who have believed, fear Allah and be with those who are true." This Quranic verse urges us to be true, to say the truth and to be with sayers of truth. It means that everyone who claims to be a believer, should never lie or be with liars. Education is a strategic field of life. It develops or survive properly and effectively without adhering, strongly, to truth. If education diverts away from truth, it will produce devil's followers who will turn the entire affairs of society up-side-down. If education diverts away from truth or fails to produce truthful people who hold authentic knowledge which they have acquired through sincere and honest means, nothing will be in the right shape in the society. It will be a kind of an educational system in which disgrace reigns and flourishes. The outputs of such a disgraceful educational system will be holders of fake certificates and degrees which they have procured from an educational system in which disgrace reigns and flourishes. The so-called teachers will mold and produce devils and not true educated people. The so-called rulers will be a group of liars who rule over a society of devils. The so-called doctors will be devils who do not care for the health of the people because they don't know anything about medicine. The so-called engineers will

construct infrastructures that collapse or get demolished as soon as they are completed. The so-called judges will consolidate injustice in the society. The so-called pharmacists will market every poison that harms the people. The so-called traders will sell every harmful good and cheat people. All the members of the society will be mentally backward, intellectual poor and incapable of performing any valuable, creative or productive skill. Such a society will not be able to contribute its share in the rehabilitation of earth and therefore it does not deserve to survive. It will go extinct and the earth or the heavens will never weep over its extinction. It is this type of disgraceful education which dominates the Sudanese society in which nothing is done properly or authentically. It is a society which is backed up, mostly, by mentally bankrupt people who are good for nothing except eking their income by cheating people. They are the victims of the disgraceful educational system which they have undergone. Just look around you. Every educational waste is aspiring to be a ruler over more than forty-five million people and he has the right to have such an aspiration because the rest of the population are not very much, intellectually, far a head of him. Right from the level of ignorant brokers up to the level of university teachers, almost all of them, are liars, cheaters and deceivers because they are essentially the same; ignorant people, and they have never inhaled true knowledge, rather, they have undergone a disgraceful system of education that offered them certificates and degrees after they had paid the fees and completed courses of cheating or stealing others' copyrights. They have never seen true knowledge nor have they come into touch with the ethics of inhaling real knowledge because true knowledge enlightens its inhaler and

detaches him from lie, cheating and deceiving. If the society wants to come out of this rotten system of education, it has to demolish it and establish a new one that adheres to higher standards of education. It has to establish educational institutions that stick to truth and teach learners proper and honest ways of acquiring knowledge. If the society does not do so, then it will build up groups of cheaters, liars and deceivers who can't accept truth in any form. It will be an educational system of which main concern is to market its certificates and degrees among whoever is ready to appear before the cashier, pay money and take his/her fake certificate or degree.

This book exposes the marketing of academic degrees at the high education. The content of the book is a true report by the author who worked as an associate professor in the university and caught the culprits and exposed the poor standard of learning at the high education; the master's degree and Ph.D. degree levels. It gives details about the chaotic condition from which master's degree course suffers. It also gives details about the infringement of copyrights which produces lame and defective researches which are termed as Ph.D. researches despite the clear methodological defects from which they suffer. To prove what I have said, I will take the specialization of the course of master's degree in English in 'Sudan University for Science and Technology', as an example of this disgraceful academic reality, and explain the way of planning and accomplishing the studying course. I will probe also a 'Ph.D. research' which formed its contents through plagiarism as another example of this disgraceful academic reality. The book will shock the academic circles who are keen on establishing and maintaining a high standard of education. At the same time, it will make those

corrupt educational institutions and those who achieved their certificates and degrees ‘enter under their own nails’, nevertheless, they will never find an outlet that make them capable of shaking off the disgrace that engulfs them!

I hope that the content of the book pushes educational authority to make a comprehensive revision of the whole system of high education and try to save the society from a system of education that drove it to the bottom of the ditch. If the mission of the book succeeds in changing the educational system to the better, it would be successful in serving the purpose behind its writing.

Finally, I supplicate Allah, the Almighty, to make me live for truth and die for truth and to make me strong in adhering to truth and expose the false; whatever type it may be and whoever its symbol may be.

Dr. Abdelrahman Mohammed Yeddi Elnoor, 2023

Plagiarism in Sudanese Universities: A Declared Theft of Copyrights

Sudan is one of the countries which has enacted laws, since a long time ago, against this dangerous ‘crime’; plagiarism, however, due to the domination of unqualified administrative, scientific and academic circles, fabrication of pseudo-studies and falsification of the ownership of intellectual material or whatever the term plagiarism indicates became rampant and dominant in Sudanese universities. Stealing the contents of resources and violating the intellectual rights, in order to fabricate a research, get a degree and boast of being falsely, qualified, became a dominant phenomenon in Sudanese universities and unfortunately it is practiced by people who were supposed to be the guardians of the morality of scientific activities and the integrity of researches and published works, but they themselves became the perpetrators of such an unacademic, disgraceful, immoral and shameful act. This phenomenon became common in Sudanese universities due to the absence of peer review system, strict scientific regulations of research-writing and research committees which are capable of subjecting previous researches to scientific and methodological verification and evaluation so as to revise them and evaluate the extent of true scientific achievements of universities, teachers, research-guides, examiners and research students. This indicates that, in Sudanese universities, there is a loose research environment which dominates the academic circles due to the leniency of high education, researchers and research-guides, therefore, violation of the intellectual property in the form of stealing information from other researches and books became a behavior which is part and parcel of the personality of many researchers so as to obtain academic degrees at the cost of the intellectual achievements of others who have worked very hard to document their genuine and authentic intellectual and scientific achievements, publish them and store them in libraries.

In fact, high education in Sudan became an environment which helps in the process of scientific and intellectual burglary. Many research guides are ‘hungry and want fodder to devour’,

empty-skull students are aspiring to be what they can't be and old researches are scattered, without any monitoring, on the counters of libraries. It seems that those scattered researches are reviewed by all and sundry without taking any permission neither from the library authorities nor from the concerned department or the owner of the intellectual property. Even if the reviewer has a permission to review any unpublished work, he is supposed to submit his notes to the administration of the library before departing the library so that the authorities of the library may see what he has done with those works which were within his hands. Moreover, xerox machines in many libraries are working for the pockets of their operators who do not hesitate to sell others' goods so as to eke some income till the reference gets torn and wither away.

Scientific research became a bullying activity which is managed and supervised by a group of pseudo-doctors, opportunists and scientifically as well as academically incapacitated people whose main concern is their bellies and sources of fodder for themselves and their hungry families. Therefore, they are ready to drive the standard of education to the bottom of the ditch in order to fill up their dirty bellies. If students and new researchers get guided by such bankrupt teaching and supervising staffs, they will not find with them any knowledge because who does not have, can't give. Moreover, the whole educational process will reach a point of no return as far as the standard of education is concerned; if it has not already reached. It will fall into the bottom of the ditch if it has not, yet, fallen.

Those 'thieves' of knowledge resort to steal, copy, cut and paste texts, quotations, paragraphs and even many pages from others' resources. They do so in a literal manner and without any documentation that observes the standard methods of writing researches. They go to the extent of attributing the quotations, paragraphs and pages which they have stolen, copied, cut and pasted to themselves so as to obtain an academic degree in the absence of scientific integrity and academic credibility in themselves, in their research supervisors, in their examiners and in their universities. Such a behavior is an embodiment of a grave academic crime which has disastrous effects on the process of scientific research, academic performance and Sudan as a whole.

Probing this aspect in Sudanese universities, will reveal that the violation of intellectual property is widespread, indeed. It is in fact an integral behavior of the research circles in Sudanese universities. Probing this aspect will produce shame and disgrace which will shake the corners of high education and expose the fact that many unqualified people are occupying chairs which are not theirs. In fact, now, there are many members of the teaching staffs who are hollow and empty of any true scientific or intellectual content. Therefore, educational standards and its outputs collapsed to the bottom of the ditch.

The consequences of such robbery are that the plagiarist; the 'robber', who steals scientific and intellectual material would obtain an academic degree which he does not deserve and become a dangerous tool that demolishes the institutional structure of the entire society. Teaching staffs in universities would be formed from half-qualified people, as it is the case now, who pretend to be 'doctors' though they are not so, but in fact they are a source of harm and rather a disaster to the academic environment, community and the whole country. Medical cadres in hospitals will be ignorant of the task, fail to reach to the level of true professionalism in their field and they will continue to practice their task in a rustic and backward manner. Engineers will put a fragile infrastructure that collapses within a short period of its completion. Each aspect of life will be based on a weak foundation because people procured academic degrees through wrong means. This is a warner of the collapse of not only the academic process in Sudan, if it has not, yet, collapsed to the bottom of the ditch, but also the collapse of the entire society and, now, we are witnessing it very clearly. Let the society taste what it had cooked with its own hands.

As far as the authenticity of the accomplished researches are concerned, whoever examines those researches which are in the libraries of Sudanese universities, will discover a lot of violations of the copyrights. This book exposes only a single sample of such serious violations of the copyrights of others. The author of this book is an academician and a critic. He discovered this violation during a casual visit to the library of Sudan to donate some of his books. The librarian welcomed him and brought a research to him

as if the librarian was knowing that there is something wrong with that research! The author of the book opened the pages of the research and looked at the bibliography. He found his name among the names of the authors listed in the bibliography. Then, he went through the chapters of the research. He found that the researcher had referred to one of the books of the author to build up his background chapter. However, it was a horrible, unscientific and unmethological exploitation of the author's book. It was a kind of direct and open transferring of, both, quotations and even the author's own texts and phrasing into the pages of the research without any methodological documentation. The intensity of the violation of the copyrights in that research made it impossible to be published otherwise it will be a copy of others work and a shame will be upon the researcher.

The followings are details about the researcher; 'the plagiarist', the title of the research and the book from which the culprit stole quotations, texts, paragraphs and even pages so as to form his limping research which violated the copyrights of the author's book:

Title of the Research	Basic and Secondary Levels English Language Curriculum Development with a View to Pupils Standard Improvement
Name of the Researcher	Al Ameen Mohammed Salih Ali Al Toam
Name of the Research-Guide	Mohammed Al Hasan Ahmed Abu Shanab
Name of the University which Granted the Ph.D. Degree	University of Alneelain
Name of the College	Department of Education
Year of Granting the Ph.D. Degree	2007
The Library in which the Research is Available	Sudan Library
Library Catalogue	A/2815
The Title of the Published Book of which Intellectual Property was Violated	History of English Language in Sudan: A Critical Re-reading

The Name of the Author of the Published Book	Dr. Abdelrahman Mohammed Yeddi Al Noor
Year of Publication	2003, first edition
The Name of the Publisher	Board of Islamic Publication
Place of Publication	New Delhi, India
ISBN	978-81-901825-2-8

In this narration, I will expose the process of the shameful and disgraceful violation of the copyrights which took place in the form of stealing, by the above mentioned ‘researcher’, of quotations, texts, paragraphs and even a complete page from the above-mentioned book without any documentation.

While writing the above-mentioned ‘research’, the ‘researcher’ practiced one of the clearest manifestations of plagiarism by transferring quotations, texts, paragraphs and rather a complete page from the above-mentioned published book into the pages of his ‘research’ without indicating the resources. The reader can take a copy of that book, go to the above-mentioned library and compare between the contents of the following pages of the ‘research’ and the pages of the first edition of the published book (2003 edition) to ascertain the fact of the shameful and disgraceful violation of the copyright of the book:

1. Page No. ‘110’ of the above-mentioned research and page No. ‘28’ of the above-mentioned book.
2. Page No. ‘110’ of the above-mentioned research and page No. ‘29’ of the above-mentioned book.
3. Page No. ‘111’ of the above-mentioned research and page No. ‘37’ of the above-mentioned book.
4. Page No. ‘111’ of the above-mentioned research and page No. ‘38’ of the above-mentioned book.
5. Page No. ‘112’ of the above-mentioned research and page No. ‘22’ of the above-mentioned book.
6. Page No. ‘112’ of the above-mentioned research and page No. ‘23’ of the above-mentioned book.
7. Page No. ‘124’ of the above-mentioned research and page No. ‘43’ of the above-mentioned book.
8. Page No. ‘124’ of the above-mentioned research and page No. ‘44’ of the above-mentioned book.

9. Page No. '125' of the above-mentioned research and page No. '44' of the above-mentioned book.
10. Page No. '125' of the above-mentioned research and page No. '45' of the above-mentioned book.
11. Page No. '113' of the above-mentioned research and page No. '31' of the above-mentioned book.
12. Page No. '114' of the above-mentioned research and page No. '32' of the above-mentioned book.
13. Page No. '125' of the above-mentioned research and page No. '50' of the above-mentioned book.
14. Page No. '126' of the above-mentioned research and page No. '50' of the above-mentioned book.
15. Page No. '126' of the above-mentioned research and page No. '51' of the above-mentioned book.
16. Page No. '128' of the above-mentioned research and page No. '51' of the above-mentioned book.
17. Page No. '114' of the above-mentioned research and page No. '35' of the above-mentioned book.
18. Page No. '126' of the above-mentioned research and page No. '53' of the above-mentioned book.
19. Page No. '126' of the above-mentioned research and page No. '54' of the above-mentioned book.
20. Page No. '127' of the above-mentioned research and page No. '54' of the above-mentioned book.
21. Page No. '127' of the above-mentioned research and page No. '55' of the above-mentioned book.
22. Page No. '127' of the above-mentioned research and page No. '56' of the above-mentioned book.
23. Page No. '128' of the above-mentioned research and page No. '56' of the above-mentioned book.
24. Page No. '111' of the above-mentioned research and page No. '24' of the above-mentioned book.
25. Page No. '111' of the above-mentioned research and page No. '25' of the above-mentioned book.
26. Page No. '112' of the above-mentioned research and page No. '25' of the above-mentioned book.

The author of this book included the following pages from the ‘research’ which indicate the infringed material. It is highlighted in orange color. The blue-colored-underlined material is from the above-mentioned published book. A careful comparison between the two materials will prove that the so-called researcher has, clearly and openly, violated the copyrights:

The Commission attributed the deteriorating standard of education as a whole and the increasing cases of failure of students to "the compulsory English Language pass." In fact, students failed to cope with English as a medium of instruction and examination. Consequently, educational wastage increased. The Sudanese Examination Council 1955-56 also confirmed the findings of the Commission by reporting: out of 246 candidates who secured certificates this year, no less than 77 failed in English Language but had to be compensated with pass/fail to enable them to secure a school certificate. It will thus be seen that the position in English is weaker than the results suggested at first sight. It cannot be denied that a considerable number of candidates who failed this year might have passed, but for failure in English Language." The commission found that, between 1940 and 1953, the average pass percentage of the Sudanese, in the so called Cambridge School Certificate, was staggering, but was continuously going down as indicated in the following table:

G-Table No. (7) Cambridge School Certificate Results (see appendix B)

1946	1947	1948	1949	1950	1951	1952	1953
72	68	72	51	55	52	56	50

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1946	1947	1948	1949	1950	1951	1952	1953
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Southerners and confronted the colonial rule with facts. The Commission's realization of the Grand status of the Arabic language and the speed of its spreading throughout Sudan was one of the historical and imperative realities which the colonial rule failed to perceive, accept or even counteract. Therefore, the commission initiated its recommendations in favour of using the Arabic language as a medium of instruction, not only in the North, but also in the southern education."

tional Commission for Secondary Education in 1955. The Commission confronted the colonial rule with facts which the latter could not perceive or accept since the beginning of the 20th century. The Commission's realization of the grand status of the Arabic language and the speed of its spreading throughout Sudan was one of the historical and imperative realities which the colonial rule failed to perceive, accept or even counteract. Therefore, the Commission initiated its recommendations in favor of using the Arabic language as a medium of instruction not only in the North, but also in the southern education. It has gone to the extent of recommend-

education's investigation into and report on the English language teaching/learning exposed persisting affects in quantity in the quantity and quality of learning achieved by the students even after more than thirty years of the introduction of English language in Sudan. It pointed out that the standard of English leaves much room for improvement and formed the subject of complaint by most of the representatives of employing Departments. It attributed the low standard of English to insufficient staff and insufficient teaching. It suggested bringing of more teachers from England and sending some Sudanese teachers of English to England for further training and exposure to the language in its real environment. Unlike the De La Warr Commission

relation to Gordon College. Its investigation into and report on the English language teaching/learning exposed persisting defects in the quantity and quality of learning achieved by the Sudanese students even after more than thirty years of the introduction of English language in Sudan. It pointed out that “the standard of English leaves much room for improvement and formed the subject of complaint by most of the representatives of employing Departments.”¹¹ It attributed the low standard of English to “insufficient staff and insufficient teaching.”¹² It suggested bringing of more teachers from England and sending some Sudanese teachers of English to England for further training and exposure to the language in its real environment. It opined, “For those who will require a thor-

This commission visited the Sudan in 1929 to inquire and report upon the curriculum, textbooks, staff and the organization, the physical training and the standard attained. It found, in the entrance examination to Gordon College, conducted in 1928, the results obtained were so poor, especially in English The main defects observed by the commission were in connection "with the teaching of English." The commission criticized the literary bias of the syllabus of English which was loaded by many modes of expression which was certainly not modern English often doubtly English of any period." The content of the syllabus was far from being "modern English." Learners were forced to ^{move} "more or less at large over the whole train of a language" that was alien to them. The literary bias of school syllabus of English, which were crippling the learners, were forced to deal with abstract linguistic and philosophical materials. They were exposed to the "purely poetic diction" of English poetry. In short, the English syllabuses were obsolete.

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To segregate the south from the north (SN) and to dig a deep cultural and ideological chasm between them, the colonial government favoured the English language to be the absolute language of administration and education in the South. To achieve this ulterior motive, it exercised a considerable pressure on the missionary societies to work against all types of what it termed as 'Arabicization' of education or Arabicization of the Southern tribes and to switch off from Arabic medium to English medium education they were wishing to see English act as the functional language of the South and the Southerners being educated under the influence of Western language and missionary culture. Therefore, they prevented the use of any language other than English as a medium "of education." The missionaries, desperately, employed English to counteract the vigorous spread of the Arabic language and Islam in the South.

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English Language in the South. It thought that it would be better to introduce the teaching of English in the first year of education, namely, "in the upper class of the Elementary School." It also resorted to the old policy of using Arabic in foreign script.

Sudanese outlook."²⁷ The Conference thought that it would be better to introduce the teaching of English in the first stage of education, namely, "in the upper classes of the Elementary schools."²⁸ It also resorted to the old policy of using Arabic in foreign script. It opines, "colloquial Arabic in Roman script will

In Mongala meeting, in 1929, J.G. Mathew took a further step and ordered to make English the medium of instruction in the Southern post-elementary technical schools. He stated that the curriculum of those schools would include significant academic elements of English. The colonial government took further measures in favour of promoting the English language in the South.

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1959 a committee of eleven Sudanese educators was appointed under the chairman of Matta Akrawi, a UNESCO expert so as to study the aims of education and the educational organization in the three stages of education.

It recommended the changing of the educational ladder from $4 + 4 + 4$ to $6 + 3 + 3$. As far as the language policy was concerned, it supported the changing of the medium of instruction from English to Arabic in the secondary schools as had been recommended by the international commission for secondary Education in 1955-56. The committee suggested that English language, as a subject, should "be introduced in the four year of the six-year proposed primary school." It argued that this "will help compensate for any loss which might ensue from changing the language of instruction to Arabic in secondary schools.

In 1958 a committee of eleven Sudanese educators was appointed under the chairmanship of Matta Akrawi, a UNESC expert so as to study the aims of education and the educational organisation in the three stages of education. It recommended the changing of the educational ladder from 4+4+4 to 6+3+3. As far as the language policy was concerned, it supported the changing of the medium of instruction from English to Arabic in the Secondary schools as had been recommended by the International Commission for Secondary Education in 1955-56. Supporting the

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language teaching. Therefore, it suggested that English language, as a subject, should "be introduced in the fourth year of the six-year proposed Primary school."⁴ It argued that this "will help compensate for any loss which might ensue from changing the language of instruction to Arabic in Secondary schools."⁵

The English language continued to get attention more than it deserved. A report of a second UNESCO expert¹, Kadhim who, in 1960 rejected the recommendation of the committee to introduce the teaching of English in the fourth year of the proposed primary level of education. It based its argument on the idea that a step would face a chronic shortage of teachers and would affect, negatively, the position of Arabic language, the mother tongue of the learners, in education. The report based its argument on the fact that "the general practice in most countries, is that learning a foreign language begins in the second stage of education. The emphasis in the first stage of education should be on the mother tongue."

Consequently, in 1962, a plan of education rejected the idea of introducing English at the elementary level. It was decided that English should be introduced as a subject in the general secondary stage (the second stage of the education ladder).

W.A. Murry described the perplexities facing English language in Sudan by stating: "the dilution of the British expatriate staff who are not native English speakers, the failure of the University to produce enough well-qualified Sudanese graduates to staff the secondary school in place of retiring expatriates; the expansion of the school curricula to give greater choice in the Sudan Certificate Examination; and the consequent re-grouping of subjects so that English literature, one compulsory and a main source of linguistic strength compete, on unfavorable terms with Islamic religious knowledge; the English language has not been helped by the retention of outdate type of syllabus and by the failure of the schools to exploit new techniques and methods of teaching English."

Consequently, in 1962, a plan of education rejected the idea of introducing English at the elementary level. It was decided that English should be introduced as a subject in the general secondary stage (the second stage of the education ladder).

The Arabicization of the secondary level commenced in 1965 and continued till 1969. This naturally had an adverse effect on the standard of English. Therefore, W.A. Murry was of the opinion that more priority must be given to the "maintenance of standard during the transition." The continuous decline in the standard of English continued and there was no hope to improve it. It indicates that, in the post-colonial period, the English language would never enjoy the importance and status assigned to it during the colonial rule.

The English language continued to get attention more than it deserved. A report of a second UNESC expert; Kadhim who, in 1960, rejected the recommendation of Akrawi Committee to introduce the teaching of English in the fourth year of the proposed primary level of education. It based its argument on the idea that such a step would face a chronic shortage of teachers and would affect, negatively, the position of Arabic language, the mother tongue of the learners, in education. The report based its argument on the fact that "the general practice in most countries is that learning a foreign language begins in the second stage of education. The emphasis in the first stage of education should be on the mother tongue."⁶ Consequently, in 1962, a plan of education rejected the idea of introducing English at the elementary level. It was decided that English should be introduced as a subject in the General Secondary stage (second stage of the educational ladder). It seems to have accepted the

W. A. Murry described the perplexities facing the English language in Sudan by stating: “The dilution of the British expatriate staff by expatriates who are not native English speakers, the failure of the University to produce enough well-qualified Sudanese graduates to staff the Secondary Schools in place of retiring expatriates; the expansion of the school curricula to give greater choice in the Sudan Certificate Examination; and the consequent re-grouping of subjects so that English literature, once compulsory and a main source of linguistic strength compete on unfavourable terms with Islamic religious knowledge; the English language has not been helped by the retention of out-date type of syllabus and by the failure of the schools to exploit new techniques and methods of teaching English.”⁸ Moreover, it seems that

The Arabicization of the Secondary level commenced in 1965 and continued till 1969. This naturally had had an adverse effect on the standard of English language. Therefore, W. A. Murry was of the opinion that more priority must be given to the “maintenance of standard during the transition.”⁹ The continuous decline in the standard of English continued and there was no hope to improve it. It indicates that, in the post-colonial period, the English language would never enjoy the importance and status assigned to it during the colonial rule.

The Department of English, in Bakht el-Ruda Teachers' Training Institute, issued a report and confessed the stand-still situation. It opined, "The present syllabuses, in use in the General Secondary Schools, are the same teaching material in use in 1950 thought it witnessed some addition and revision. The last modification ~~a~~ underwent when it was reset in order to make it suit the three years' period of the General Secondary Schools of the new educational ladder. The standstill situation was basically a general ~~agreement~~ ~~agreement~~ that the operating material should not be reduced till another new course replaced it. The report of the secretarial Syllabus Revision went on recommending the following:

- (1) Conducting necessary studies that pave the way for preparing a new integrated course that starts from the first year of the General Secondary level and extends itself up to the Higher secondary level so as to replace the current course;
- (2) The new course must ~~either~~ be prepared by local experts and be capable of realizing the desired objectives, but in both cases, the new course must undergo a sufficient experiment before being generalized in all schools;
- (3) Increasing of time allotted to the teaching of English from 9 to 10 periods per week;
- (4) Continuing the work on the Teacher's Guide Book so as to program, coordinate and concentrate the current course.

sion, in the Department of English, in Bakht el Ruda Teachers' Training Institute, issued a report and confessed the stand-still situation. It opined, "The present syllabuses in use in the General Secondary Schools are the same teaching material in use since 1950s....though it witnessed some edition and revision. The last modification it underwent was when it was reset in order to make it suit the three years period of the General Secondary schools of the new educational ladder."²² The stand-still situation was basically because there was a general agreement that the operating material should not be reduced or severed off till another new course replaced it. The report of the Secretariat of Syllabus Revision went on recommending the following:

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- (2) The new course must either be prepared by local experts and be capable of realising the desired objectives, or it must be selected from a ready course, but in both the cases, the new course must undergo a sufficient experiment before being generalised in all schools,
- (3) Increasing of the time allotted to the teaching of English from 9 to 10 periods per week,
- (4) Continuing the work on the Teacher's Guide-book so that to programme, co-ordinate and concentrate the current course.²³

(xi) *The Educational Conference of 1984*

The standard of English, continued sinking in deterioration. This was made clear by an educational conference held in 1984 after four years of the initiation of the integrated English language courses 'The Nile Course'. A paper titled: 'The problems of English language' was presented in the conference. It echoed the same note of Gorbluth's Report of 1976.

In 1989 it was decided to review the whole English language program of both the General secondary and the Higher secondary levels. Nevertheless, no prescription seemed to be capable of improving the standard of English language in Sudan.

The Educational Conference of 1984:

The standard of English, if any was there, continued sinking in deterioration. In other words, nothing positive could be achieved in the field of ELT in Sudan. This was made clear by an Educational Conference held in 1984 after four years of the initiation of the integrated English language courses 'The Nile Course'. A paper titled 'The Problems of English Language' was presented in the Conference. It echoed the same note of Gorbluth's Report of 1976. It noted the steady decline

(xii) *The General Educational Conference of 1990*

In 1990 a General Educational Conference recommended the change of the educational ladder from $6 + 3 + 3$ to $8 + 3$. The new educational ladder consisted of the Basic and the secondary levels ($8 + 3$). It seems to have come to the same conclusion of the conference on curriculum (1973) and that of the 'Educational Conference' (1984). It decided that the students first encounter with English would be in class fifth of the Basic level. This means that the number of years in which students would undergo the formal learning of English has been increased by one year. In other words, it became seven years out of the whole schooling period in the new educational ladder which extends up to eleven years. But there was an obvious decrease in the number of periods of English in the time-table of the Basic Level. In 1991-92, the time-table of the initial grades displayed 3 periods of English a week whereas it was 6 periods in the previous ladder.

Moreover, the first text of a proposed integrated course of a new syllabus called 'SPINE SERIES' which stands for 'Sudan Practical Integrated National

English Series, was launched in the 1992-93 academic year to replace, gradually, the previous syllabus; 'The Nile Course'. The periods allotted to teaching have also been increased to 6 periods a week from the academic year 1992-93.

These steps were coinciding with another step embodied in a vigorous process of phasing out the English form being the medium of instruction in higher educational level 1990. The Conference of the higher education decided to change the medium of instruction in higher educational institutions from English to Arabic to facilitate the understanding of lectures and raising the academic achievement of studies, as the Arabic language is easier than an alien language. In fact, the political and educational authorities went far implementing the history-deep idea of Arabization, because the academic standard of English medium in higher education, was collapsing and there was a wide dissatisfaction among the teaching staff about the student's achievement in English when he comes to higher education. The head of the Department of English, University of Khartoum, wrote to the Dean of the Faculty of Arts, 'looking at the matter from our end, something drastic must be done for we will soon reach a point of no return as far as the teaching of English in this

country was concerned. It means that even the examination system of the subject of English went awry and became unreliable'. In this way, the journey of the English language teaching and learning in the North of the Sudan in the past colonial period, failed to record any tangible progress. In fact, like its history during the colonial period, it was a tale of a continuous decline and deterioration.

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(a) It seems that the committees, commissions and conferences continued to deliver what they viewed as measures to improve the teaching/learning of English. Nevertheless, all these efforts could not improve the standard of English in Sudan. The situation of English persisted to deteriorate and the plight of English became bleaker than ever before. The number of students "in classes soared..... the morale of both teachers and pupils was at a lower ebb. Those who were in charge of education, could not realize the implications of the changing situation of ELT in Sudan, nor could they perceive the need of the new scenario in which English would be taught. They went on listening to various commissions, committees, conferences, reports and administering haphazardly, ineffective measures to deal with the situation.

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course before university level.”²⁵ Those who were in charge of education could not realise the implications of the changing situation of ELT in Sudan nor could they perceive the need of the new scenario in which English would be taught. They went on listening to various commissions, committees and reports and administering, haphazardly, ineffective measures to deal with the situation.

The above samples from, both, the ‘research’ and the published book indicate that the ‘researcher’ was not following the correct method of research. The above violations of the copyrights were supposed to disqualify the ‘researcher’ and deprive him of getting the Ph.D. degree, but he ran away with the rights of others, got the Ph.D. degree and became a university teacher! This is something common in Sudanese universities. The above plagiarism indicates that the ‘researcher’ was either ignorant of the correct method of research or he was a premeditated plagiarist who was under the supervision of a supervisor who was either ignorant of the method of the research or a direct participant in the committed plagiarism! The researcher has been passed by the internal and external examiners who were either ignorant of the method of the research or direct participants in the committed plagiarism! This is a clear prove that the research situation in high education in Sudan is at its lowest level. Such a sad academic condition threatens the educational standard in high education and the scientific and academic situation in Sudan as a whole.

The above large-scale violation of the copyright reveals that this is an apparent and exposed plagiarism. It is an infringement of the copyrights of others without caring for the research and scientific values, rules, methods and norms which are supposed to be based on honesty and scientific integrity. The perpetrator was aspiring to climb up the ladder of knowledge, but he could not realize the fact that this is an apparent descending into the bottom of ignorance of the ways of achieving knowledge or benefiting from it. True and standard academic degrees can’t be achieved in this way. They can’t be achieved through unmethological transferring of others’ copyright into the pages of the research.

It is clear that the ‘researcher’ was either not acquainted with the knowledge of the methodology of writing researches or he was a deliberate cheater; a deceiver and a plagiarist. He did not know the meaning of scientific integrity because he did not return the intellectual rights that are ingrained in the texts to their owners nor did he put the punctuation marks on them. It means that the ‘researcher’ did not know how to make use of the available resources to the extent necessary and permitted from methodological and scientific point of view. What he did was an

exposed burglary in the mid of the day and a premeditated infringement against the efforts of the previous writers; owners of the copyrights.

The above comparison between the contents of the 'research' and the contents of the book shows that the researcher was not differentiating between what he can quote or cite from others and maintain their copyrights and the direct literal transferring of texts and quotations without any documentation. He was ignorant of the fact that literal transferring of others' copyrights without any documentation is a violation of the intellectual property which is punishable by, both, the laws in courts and the academic circles in high education. It is also clear that the culprit practiced plagiarism by copying quotations and citing texts without mentioning the resource-book and without putting punctuation marks that indicate a beginning or an end to the material which he quoted or cited. It means that the culprit made a day-time encroachment upon the copyrights of others.

We can't deny the fact that every researcher has the right to make use of the available resources which are relevant to the research-work which he is doing because knowledge is accumulative in nature and no researcher can write a research without referring to researches, books and different material and building up his research by quoting and citing, but in the process of doing so, he must adhere to the principle of academic and scientific integrity and respect the copyrights of others whenever he quotes or cites. He has to make serial-numberings on his quotations and citations in each chapter and clarify these serial numberings either below each page of the chapter or at the end of the chapter by assigning, to each, the title of the resource, its author, edition, publisher, place of publication, year of publication and page number. While writing research, the researcher must be acquainted with the meaning of quoting itself. Quoting is the exact copying of the text from a resource to another and using quotation marks that become a border for the quoted text. Quotation may be legal or illegal. The legal quoting is the literal transferring of the text along with the title of the resource, its author, edition, publisher, place of publication, year of publication and page number. If copying is literal, the quotation mark; the punctuation marks are used in pairs

and then a serial number should be added above it so that to document it either below the page or at the end of the chapter. If copying is not literal, but in the form of a citation, then there is no need to add the quotation marks, however, here also the source must be mentioned in the same way of that of the literal quotation and it should be indicated with the serial numbering system that is clarified below the page or at the end of the chapter. However, it is very clear that the above-mentioned 'researcher' did not do so. He did not adhere to the rules of punctuation or citation. He copied, quoted and cited from the above-mentioned book, but he did not follow the scientific and methodological way of doing so nor did he mention the details related to resources except in the list of references in the bibliography which are alphabetically ordered at the end of the 'research.' The 'researcher' did not only neglect the process of documenting the quotations and citations which he has taken from the above-mentioned book, but also did not attach any numbering system to those quotations and citation so that to indicate them at the end of the chapter. He was supposed to do so because this is one of the basic scientific techniques of writing academic researches. Instead, he wrote that background chapter in an awkward manner which is avoided even by those who write books which contain unspecialized and general information whereas Ph.D. researches require adopting methodological documenting technique so as to produce the research in a scientific shape and at the same time protect the copyrights of the resources which have been referred to by the researcher and thus facilitate the documenting process of those who may refer to the research in future. It means that he, wrongly, considered that it is sufficient to mention the name of the authors and their references in the list of bibliography at the end of the research! This is not the right way of writing Ph.D. researches. If this is the right way of writing master's and Ph.D. researches, then, every ticket conductor or drainage cleaner can hold a master's or Ph.D. degree. In other words, the so-called researcher practiced illegal quotation and citation without mentioning the title of the resource, its author, publisher, place of publication, year of publication and page number either below the target page or at the end of the chapter. This is nothing, but theft itself. It is a clear day-time theft of the copyrights of others. It is an

intentional and deliberate infringement against others' intellectual property. It is a forging of facts and misleading of people in general and universities and higher education in particular.

The above-mentioned violator did not only follow cut, copy and paste strategy, but also disfigured the material he transplants into his ailing 'research.' For example, he takes a text, a quotation or a citation from the book titled "**History of English Language in Sudan: A Critical Re-reading**", then, he brings some material from another resource and joins them together in a very mechanical manner in the absence of any research thread around which the research roams and makes itself unified and linked together and then proves its argument. Therefore, the whole research became patching pieces of writing together. It revealed the repercussions of indulging into, blind, cutting, copying and pasting without possessing any thread of research to which the researcher adheres and encircles that thread of research with suitable and relevant documented quotations and citations in order to convert the hypothesis which is subjected to investigation, if there were any a hypothesis, into scientifically proved and fixed conclusions that benefit the academic and applied circles. Such retarded researches and clumsy writings occur when the 'researcher', blindly, indulges into cutting, copying and pasting from other resources without adhering to any proper research methodology. In fact, the researcher did not only make a direct transferring and copying of the target quotations from the above-mentioned book without documenting them in a scientific and methodological manner according to the conventions of research writing, but also copied, directly, literally and shamefully, the critical language of the author himself which is present between those quotations and which the author had used to highlight and prove his argument in the book to make the content of the book apt to its title. In other words, the so-called researcher did not document that critical language which characterizes the writing of the author of the book and supports his argument. It means that the so-called 'researcher' treated that critical language of the author of the book as his own language and considered it as products of his idle and impotent intellect.

The research in that shape and content, violates, disgracefully, blatantly and shamefully, the copyrights of the resources to which it referred. It indicates that the 'researcher', the 'supervisor', the 'internal examiner' and the 'external examiner', all, were not knowing the simplest rules of conducting research or shaping, documenting and evaluating it in a scientific and methodological manner. The violation of the copyrights which the so-called researcher had committed was supposed to deprive him of Ph.D. degree if the research-guide was aware of the methodology of conducting researches and if the internal and external examiners were, truly, capable of evaluating researches in a scientific and methodological manner. However, it seems that the 'researcher' has exploited the absence of all these skills with the research-guide, the internal examiner and the external examiner and therefore he launched an organized and declared operation of plagiarism and violated the intellectual and scientific property of other writers.

The above-mentioned research is nothing, but a documented theft that exposes the perpetrator as soon as any specialist goes through it. It seems that it was an organized theft which is agreed upon by the researcher and his research guide as well as those examiners who passed him and conferred the Ph.D. degree upon him otherwise how did not the research guide and those examiners observe the clear theft in the 'research'? If the researcher was not knowing what he had done, it means that there is a defect in the process of admitting students in higher studies and letting them continue till the end without knowing the methodology of writing their own researches and protecting others' intellectual rights. This is what I have said in the article titled: "Marketing Scientific Certificates in Sudanese Universities: A Testimony for Allah" in 2014 which we will read later on.

The above-mentioned culprit who called himself a 'researcher' and later on procured a Ph.D. degree, does not only lack the knowledge of research methodology, but also he is intellectually poor. He resorted to intellectual theft and avoided documenting what he had stolen. It seems that he was thinking that documenting what he quotes or cites will reduce the value of his research! It also seems that his resources were not sufficient and

therefore he avoided a documentation that will appear, in the reference, in the form of multiple repetition of the term ('Ibid' which means 'in the same resource') under each other and this is a clear indication of the absence of the thread of research in his mind and the shortage of the relevant resources. By practicing plagiarism and thinking that he will not be discovered, he was pretending that he is the master of the information which he presents in his limping 'research' though it was an undocumented information which he had stolen from others. Such a person is a thief and suffers from intellectual poverty. He can't climb up the ladder of scientific glory except through the efforts of others who passed their time and life and exerted their efforts and money so as to achieve knowledge and disseminate it among people so that people may make full use of it provided that they document what they take into their researches and books.

If the research-guide, the internal examiner and the external examiner had read the research and all of them could not observe the grave methodological and scientific defects which exist in it, it reflects the scientific tragedy in which the whole system of high education lives. It is one of the manifestations of a failure high education which is administered by pseudo-academicians who lack scientific and academic qualifications and therefore they turn the student into a victim of their scientific and academic poverty. This reminds us, now and then, of the proverb which goes, 'Who doesn't have, can't give.'

If the researcher had been aware of the violation of copyrights which he had committed and the research-guide, the internal as well as the external examiners, deliberately, overlooked or tolerated it, this indicates that the whole research work is an outcome of a robbery of the copyrights of others. It shows that all of them are not possessing scientific honesty nor do they possess any intellectual integrity.

It is clear that the research, as a whole, is a theft of the copyrights, in the mid-day, and the person who had written such research, his supervisor and the examiners who reviewed it and gave a thumbs up to pass it, must be taken accounted for it according to the public law and the academic regulations in high education. The academic achievement and position of such people

must be reviewed because what they have committed is a dangerous precedent in the field of scientific researches which are supposed to qualify academicians who are, truly, capable of achieving an academic degree. Those who are in charge of public law and academic regulations must remember that leniency in this regard will fill up the country with those who claim to be holding higher degrees, but in reality, they have empty-skulls and the academic degree which they hold were achieved through organized theft of others' copyrights. The domination of such a state of affairs will not only harm high education, students and researchers in future, but also it will have disastrous effects on the scientific progress of Sudan; if any hope for that is there after what we are seeing now. Such thieves of knowledge are the unqualified people to whom the task of devising courses and suggesting suitable teaching methods will be assigned and all of us know that 'whoever does not have, can't give'! Moreover, the courses and methods which are engineered by such thieves will utterly fail because those who devised them hold degrees which have been procured through stealing, in an organized manner, of the copyrights of others.

It is important to remember that Ph.D. researches can't be formed by a process of copying others' works, rather, they are genuine and authentic scientific contributions by true researchers who depend on the works of others, but they document them. The true researcher develops his own genuine thoughts and comes with new ideas, suggestions and recommendations that become a genuine contribution, by him, to the stream of knowledge which eradicates a problem, treats an ailment and improves upon something. Conducting academic researches is not a mechanic process that is accomplished by cutting, copying, pasting and, unnecessarily, enlarging the size of the research, by way of cutting and pasting, without any intellectual, methodological or scientific effort. Conducting academic researches is intellectually, methodologically and scientifically a formidable task that is felt by the inner depth, intellect and physical structure of the true researcher throughout his life therefore such a researcher, later on, produces intensive knowledge and science that benefit humanity. It is important to remember that whoever commits violation of the

copyrights does not enjoy the characteristics of a true researcher, rather, he is scientifically and morally a bankrupt person. He is a liar and a crook who wants to climb on the shoulders of others, obtain a scientific degree at any cost and then invest it to eke money and search for fodders. It indicates that he is an opportunist because he snatched away the rights of others who exerted all efforts to acquire true knowledge and produce their own scientific works to benefit the society.

I contacted the 'researcher', through telephone, to enquire about the violation of the copyright which he had committed. He told me that he mentioned my name in the bibliography! It means that, till that moment, the 'researcher' was thinking that it is sufficient, in Ph.D. researches, to mention the names of the authors of the referred resources in the bibliography only as if he is writing a book and even in writing books also mentioning the names of the authors in the bibliography is not sufficient! The 'researcher' failed to realize or, practically, overlooked the fact that any chapter in a master's degree or Ph.D. degree research must have a list of references which, serially, documents the quoted or cited text according to the serial numbers which are situated on the quotations and citations in each chapter. What he said to me indicates that he was not knowing how to write researches. This is not only his own shortcoming from which he actually suffers, but also a shortcoming of his research guide, internal examiner and external examiner who victimized him by not making him aware of the proper way of writing a research paper or by deliberately overlooking the grave methodological defects which exist in the research. They forgot the fact that whoever aspires to bear knowledge that benefits people, must be honest, trustful and straightforward with Allah; the Almighty, with himself, with people and the society as a whole.

The above minute tracing of the violation of the intellectual rights was necessary to make it clear that the so-called doctor, his guide and examiners have cheated not only the university, but also high education and Sudan as a whole. In fact, I got shocked by the presence of such so-called doctors as part of the teaching staffs in the Sudanese universities which were famous for their academic excellence and credibility. The arrival of unqualified people to the

posts of teaching in universities is the result of the absence of strict system of monitoring of the intellectual assets of others. What added to my shock is that I heard that the person who supervised over the above 'research'; the research guide, was considered to be a senior doctor and research guide! However, where are the manifestations of his seniority if the accomplished research was in that ailing shape? The shape of the research indicates that the supervisor had never read the research, nevertheless, he gave a thumbs up to the university and the latter granted the 'researcher' a Ph.D. degree without verifying, in a scientific and methodological manner, the authenticity of the research and its extent of adhering to the academic and methodological standards of conducting researches.

The basic factors which led to committing this disgraceful act are the absence of the morality of writing researches, non-existence of religious deterrence, weakness of faith and desire to gain fame for what is not, actually, existing. Such bankrupt researchers boast of what they do not, actually, possess and want to be thanked for what they have not done. Moreover, lack of the knowledge of the ways of doing researches, leniency of the research-guides and that of the internal as well as the external examiner and passing the researcher easily without making a careful verification of what he has done, all, are basic causes behind this sad state of academic affairs because research-guides and internal as well as external examiners are the product of the same failure system of high education which pushed them into university campuses to undertake what is beyond their intellectual abilities. Therefore, now universities are overcrowded with, mostly, half-qualified teaching staffs and the shelves of the libraries are full of researches which are almost copies of each other with some cunning modifications that deceive the system and make it grant academic degrees to every donkey.

All of us, by now, realized that the culprit committed this violation so as to obtain a Ph.D. degree at all costs. He shamelessly stole the efforts of others, plagiarized the sayings and statements of others and considered what he stole to be an intellectual property of his own idle intellect. This indicates a clear lack of intellectual integrity and absence of scientific creativity in the 'researcher.'

There is a clear inability in the so-called researcher to produce authentic, new and genuine works.

The 'researcher' could not realize that the reference from which he quoted to fabricate his limping and inconsistent research is a scientific and historical book of which copyrights are protected by law. Therefore, he has practiced cheating, fabricated a limping and inconsistent research and got the degree although he committed those grave methodological violations. Violation of the intellectual property rights in this way reveals the intellectual poverty of the person who calls himself a researcher, but in fact he is not a researcher, rather, he is a bold plagiarist who committed academic 'cheating', 'deceiving', 'stealing' and 'forgery.' Therefore, the above-mentioned research must be verified so as to see whether the 'researcher' deserves the academic degree which he got from the university or not! Whoever practices such an unacademic behavior should not escape prosecution and depriving from the degree which he achieved by hooks and crooks. He should face a severe punishment that becomes a lesson to others. Protection of the scientific and research activities must be one of the important aims of high education in Sudan as it contributes in raising the standard of education. Raising the academic and scientific quality and standards of education serves the higher interest of the country on the long run and safeguards the future generations from empty barrels who hold fake degrees. It is important to remember that such 'empty barrels' make meaningless noise and disrupt the proper functioning of the society. It is because of the spread of such empty barrels that education, health care, civil service and each aspect of the life in Sudan has been destroyed and demolished.

As such unacademic behavior mounts to the level of treason to the academic circles, I decided to publish this violation so as to throw a stone into the stagnant pond; a pond that every concerned person avoids to speak about it or throw a stone into it so as to avoid the trouble that may follow after the exposition of a hidden and concealed disgrace. The above probing into the so-called research shows that the author of the book is a victim and he has the full right to publish this disgrace in this new book so that it may become a lesson and a warning to whoever conducts a

research. It is a call for every researcher to be careful about protecting the copyrights of others. I am ready for the repercussions which may arise from publishing this disgrace of which similar cases are there in many universities in Sudan and they must be exposed, too. It is important to remember that the books which we have written and donated to the libraries of the universities in Sudan and other countries have been written in scientific and methodological manner. They adhered to the principles of well-documented researches so as to give teachers, students and researchers the scientific and historical information in a documented manner. They are rich and valuable references for not only the information they contain, but also for learning the methodology of documenting in researches.

As we have written books and disseminated knowledge, we will never keep silent in the face of the violations of the copyrights. We will always speak the truth because he who does not speak the truth is a dumb devil. In this regard, I am publishing this violation so that educated people may go through it and realize that violation of the copyrights contradicts the moral mission of the researcher. Our aim behind publishing this infringement is to guide people and teach them how to, properly, refer to academic resources and make them learn the proper methods and techniques of writing researches and produce, truly, authentic studies. Our aim behind publishing this disgrace is also to remind university teachers that they should not only be qualified, but also a role model for their students and research-students. Teachers should be a model by adhering to the conditions and parameters of scientific researches and sticking to the academic credibility specified by the university. Publication of this violation of the copyright is a legal right of the author of the resource which has been infringed because the term "all rights reserved" is written in the book which has been infringed and therefore it is not permitted to anyone to quote or cite without documenting and whoever does so, the owner of the resource has the full right to publish the infringement, sue the violator, request the court to punish him and request the university to verify the extent of his deserving of the academic qualification.

The best way to fight such infringements is to expose the culprit and sue him legally so as he may bear the moral consequences of his unacademic deed. Universities also should, strongly, confront the phenomenon of violating the copyrights of others and take strict measures in the form of monitoring the movements of old researches in the libraries, obliging the visiting researcher to submit his notes after referring to any unpublished research so that they may document what the researcher has taken from those referred resources and later on it becomes easy for them to discover the violation and deprive the violator of academic qualification. Exposing those who violated the copyrights will deter new researchers and make them aware of the values of protecting the intellectual property. They will realize that the intellectual property has rights and sanctity which must be protected and respected and whoever violates those rights must be punished. If the concerned authorities do not take strict measures against the violators of the copyrights, then, the quality of the produced researches will descend into the bottom of the ditch, fabricated degrees will be a norm in the society and holders of false academic titles will fill up the corners of the society and guide it into the bottom of degeneration and this is actually the state of affairs now in Sudan. There is a complete failure in all aspects of life because people obtained fabricated degrees and claimed to be what they are not. Therefore, schools are places to make people ignorant, hospitals are places where people get ill and their health conditions deteriorate, masjids are places where people are diverted away from true and genuine Islam and the civil service is a place where people rob and get robbed. The entire society is haunted by evils because people neglected the sanctity of resources which are within their hands, misused them and invested them for their ulterior and vested motives. Fabricated researches which violate the copyrights of others are one of the manifestations of misusing the resources which are with the hands of people. They are the major cause of the disgrace which ingulfs the entire country now.

The society must realize that authentic and genuine academic products are the intellectual and scientific infrastructure for the whole nation. It is the most valuable gain for the whole

society. Stealing academic products of others means stealing the intellectual wealth of the nation and the scientific efforts of the people. I request the academic circles to activate judicial and legal measures to prevent infringement of copyrights and prosecute whoever commits such an infringement. We request universities to take measures that prevent plagiarism, trace and find out whoever had committed such a violation and deprive him from his academic degree. Authorities in higher education and general education should not allow any holder of a fake degree which has been achieved through plagiarism to climb up the teaching ladder at any level of education because they are very dangerous to the society and its future. Moreover, every research must be subjected to plagiarism checker and therefore every university must install plagiarism checker in its software system.

The society should remember that the extent of the progress and development of nations, the standard of their academic institutions, the honesty of their legal structure and the efficiency of their judicial system are measured on the basis of the extent of the protection of copyrights of the scholars. Similarly, the extent of the backwardness of nations is identified by the extent of the absence of academic morality and legal measures that protect the copyrights of others.

Universities should exert all efforts to make researches adhere to true scientific and methodological standards. Every researcher should be aware of the methodological and scientific bases of research-writing. Everyone who accomplished a genuine and authentic research should have the courage and confidence to say to others, "Take, read my Record." Every research-supervisor should review and verify every research which he supervises or participates in evaluating. He should ascertain that there are no infringements of copyrights. Internal and external examiners should submit honest reports to high education and say the truth if they observe existence of copyright infringements in any research and the researcher shall not be given the academic degree unless he revises and mends up his research.

Marketing Academic Degrees in Sudanese Universities: A Testimony for Allah

All of us know the pain that may result from being truthful, the bitterness of sticking to truth and the difficulty of giving a testimony that seeks the consent of Allah; the Almighty. However, Allah; the Almighty, says in Quran, {O, you who have believed, fear Allah and speak words that are right.} I liked to open this article with this wonderful Quranic verse which urges human beings to stick to truth, make testimony for Allah; the Almighty, and never bargain about truth even if sticking to such a position would cost the person the most valuable things he possesses; including his job and his life, because lie, flattering, hypocrisy, misleading slogans and concealing truth have annihilated us and turned us into criminals with colored and magnificent neckties. I follow the above Quranic verse with another Quranic verse with which I had opened one of my published books. It says, {My Lord, for the favor You bestowed upon me, I will never be an assistant to the criminals.} The matter is serious and pertains to the arbitrary issuing, e.g., marketing, of academic degrees in Sudanese universities. In this article, I will prove that there are, unparalleled, academic crimes which are taking place in Sudan. This would make many countries doubt the authenticity of the Sudanese academic qualifications and they have the full right if they opt to do so. In fact, if the academic performance in Sudanese universities in general and Sudan University for Science and Technology in particular is at this disgraceful level, they do not deserve to remain open, rather, the simple logic makes it imperative to either close them down or revise the structures of their managements, the qualifications of the teaching staffs, the efficiency of the academic system, the effectiveness of the syllabuses and the authenticity of the researches on which academic certificates and degrees have been issued. This must be done, immediately, if the 'government' is indeed a conscious 'government' and does not want a theatrical performance of education that has been downgraded to suit the shallow and ignorant intellects of those who run the affairs of the country. If the 'government' does not do anything about this

matter, it should be certain that it is, with an unmatched stupidity, spending on ravaged and failure institutions through which academically failure people are generating their fodder, nevertheless, they do not deliver their task properly and those academic institutions are not less failure than bodies like railways, river transportation and Sudan airways which have been existing without giving any true service to people, consequently, the government dismantled them, for reasons within its soul, but it was right when it has done so because those bodies did not contribute anything to the country or the welfare of the society. They were only feeding the people who were running them. However, these educational institutions; universities, are more dangerous because they theaterize their academic performance and graduate holders of fake academic degrees to the society. To prove what I have said, I will take the specialization of the master's degree in English in 'Sudan University for Science and Technology' as an example of this disgraceful academic reality and explain the way of planning and accomplishing the studying course. The reader may imagine how the situation in other specializations would be; specializations which produce outputs that are subject of mockery and taunting as we see in hospitals which have been filled up with holders of carton medical degrees which are deprived of their content, requirements and ethics, therefore, medical cadres became subject to humiliation and even getting assaulted and as we see, in pharmacies, pharmacists who are not more than marketers of suspicious imported medicines and as we see, in the engineering field and construction-projects where there are fragile and ill-paved roads and humble bridges to which rats 'do their deed' and all this disgraceful reality is the product of educational situations which are run by unqualified people to produce unqualified people.

Quality of Students who Apply for Master's Degree Course

As far as the applicants for the course of master's degree of English are concerned, the university receives admission applications from educational products; (it is said that they hold bachelor's degree), but I can't give to the majority of them more than a degree that is termed as 'shallowness in specialization' and not 'bachelor in specialization.' If I had had authority, I would

have deprived them from the carton; ‘bachelor’s degree’ which they hold because they do not possess anything of its actual content. One of the teachers confirmed what I had said. He commented on the standard of the educational achievement of the applicants, to the course of master’s degree in English, by saying that they are academically ‘weak’! Does an academically weak person hold a bachelor’s degree in Sudan? If the situation is like this, what is the necessity, at all, of opening a course of master’s degree in English in Sudan? Have we reached to the level of a country like India which is capable of accomplishing such these courses and at the same time maintaining the required standard level? In this regard, one of the students told me that he had gone to India to do master’s degree in English language, but he found the course ‘difficult’, therefore, he left it and returned to Sudan. For such a student, a fabricated and sick course which gives a certificate without hardship, as it is the case in Sudan, is better than a difficult course, but qualifies after hardship, as it is the case in India. Therefore, he returned to Sudan and joined the sick course in SUST! This indicates that the bachelor’s degree course which students undergo does not qualify them for what comes after it and that some students do not deserve the bachelor’s degree on which they depend to get admitted to the program of master’s degree in English because they write, in English language, with a level of a secondary school student or a beginner of bachelor’s degree course, nevertheless, they are being admitted without subjecting them to any evaluation of their potentialities to study master’s degree in English and thus it become obvious that the motive of the university is not to qualify those who have sufficient background in the specialization or possess a qualified potentiality to wade, effectively, through the course of master’s degree, rather, its main motive is to collect the fees of the course and push people into a course despite the emptiness of its content and their inability to undergo a true course of master’s degree.

The university had admitted more than sixty-five students to the course of master’s degree in English language. Admitting such a huge number to a course of master’s degree does not happen anywhere except in Sudan! It does not happen even in an overpopulated country like India. This exposes the commercial

motives behind such courses in Sudan. The university fabricated a course which have been hectically prepared. It is a course which has a short span of time so as to attract large number of applicants who are, greedily, admitted and graduated without any linguistic content. In fact, if the course had been devised in a scientific and standard way, no person of half-intellect would have achieved a master's degree, but this academic degree lost its value and substance in Sudan and became within the hands of every half-intellect who searches for half-qualification so as he may raise his nose before others, cover up his deep sense of inferiority and give the naïve people around him an unreal picture about his hollow intellect and this is something natural in a country which is ruled by immoral, feeble-minded, intoxicated and greedy educational wastages. The easiness of obtaining an academic degree, in Sudan, is due to the ailing structure of the course, its short period and absence of its specialized characteristics.

A Hectic Building of the Course, its Nominal Specialization and Shortness of its Period

Regarding the papers of the master's degree course of which one of its five papers I have taught in the first semester; (for a period of three and a half months), are as follows: (Computer applications in learning English language, applied science of language, discourse analysis, research methodologies and readings in English literature and literary criticism). The university has coined these titles in a hectic manner to make them the content of the first semester! The great tragedy and the serious methodological defect lie in the shortness of the period of the master's degree course of English language. The student studies for only two semesters and the study period of the two semesters does not exceed seven months only (each semester extends to three and a half months), unfortunately, this whole period of the course of master's degree is shorter than the periods of mere diplomas of language which are offered by some private educational institutes whereas the university devised this course with this short period which is unprecedented in its shortness because the major concern of the university was collection of the fees and not qualifying the payers of the fees. This is nothing, but the peak of commercializing

education, depriving its outputs from any true qualification and cheating people with carton certificates. The consequences of this state of affairs are the impossibility of achieving the specialism of the course because the first semester is nothing more than a mere general ‘study’ for only three and a half months in which the ‘student’ studies those five papers which were collected from the ‘worlds of English language’ which are ingrained in the crooked imagination of pseudo-teachers who participated in coining them! Moreover, the efficiency of the content of those papers in raising the students’ level in English and making them specialized is absent and rather impossible to achieve because there is a thrusting of paper titles such as (research methodologies) which have no academic relevance to the course of the master’s degree of English language which is supposed to qualify the linguistically poor students in reading comprehension and writing correctly. What does a beginner of master’s degree of English language do with a paper of (research methodologies) while he does not know how to write a single sentence in English language? Almost all students have not yet reached the ability to write a single sentence correctly, hence, how will they understand methodologies of research and what is their relationship with them? Such a paper must be offered in Sudan after the student sails in the specialization and not to the student who is not specialized. Such a paper is handled in a teaching situation like India where the standard of English is better than Sudan, in post-master’s degree stage and before the doctorate stage, in a specialized study called (Master of Philosophy; M.Phil.) in the required specialization. It is a preliminary study in an area which is more specialized with a concentration on the methodologies of research, nevertheless, it is not of crucial importance and it can be done away with it. The truly specialized person, when he heads for post-master’s studies, can identify the suitable methodology, from among methodologies, for the research which he wants to conduct and follow it to build up his research. Easy understanding of methodology springs from the deep feeling of the researcher for the specialized subject which he will handle in research, the extent of his control over his specialization and the extent of his knowledge of it because the research methodology has a close and activating relation with what ripples within the

intellect of the specialized person and it is felt by whoever desires to start doing a research after diving, deeply, into the specialization. When the student reaches the real ability to write correctly, deduct, infer and conclude, then, he will not fail to find a suitable methodology for his research even if he had not studied research methodologies before. Hence, it is not necessary to thrust master's degree students, in a FLL situation like Sudan, in a heap of research methodologies which will remain abstract information for him and he may not need the majority of them. The course of the master's degree is supposed to qualify our educational outputs in the specialization of English language through a capable material that makes them qualified teachers and pulls out the standards of English language from that disgraceful reality in which it rests instead of theaterizing disjointed papers such as (research methodologies) and (computer apps in learning English language) so that the university may 'devour' through them people's money unjustly and feed every university-teaching climber who wants to give students some broad outlines and call it a complete paper! As far as the paper (computer apps in learning English language) is concerned, we shall not forget that atomization in this regard; (introduction of devices in the field of learning), has not helped learners, very much, in even countries which have great financial abilities in accomplishing such those projects related to language labs, maintaining them and servicing them. In Sudan, most of learners are in rural areas where there is no electricity and no internet services and even if there is internet service, it is very weak. Moreover, resources of Sudan are limited and rather robbed and therefore we have to concentrate, pragmatically, on what benefits the specialized student and accomplish the course, effectively, in a context like Sudan where some specialized graduates or post-graduate outputs will go, after completing their studies, to schools and universities in rural areas to teach students English language and those schools and universities do not possess even primitive teaching aids not to mention electronic labs, apps or internet for learning languages. Strangely, in the master's degree course, there is no place for teaching methods, experiments of teaching English in Sudan, how to teach language skills, analyzing students' errors, history of

education in Sudan, curriculum development and teaching of functional as well as analytical grammar despite many students work in the field of teaching and it is those fields, if they are taught properly, which really raise the level of student's feeling of his specialization and prepare him to participate in the field of English language teaching. How would they participate, in future, in building courses and inferring the best methodology of teaching English language if they do not sail into the history of courses and methodologies of teaching English in Sudan? When such an opinion is forwarded to those in charge of the departments of English, they say that such studies are confined to departments of education! What do the departments of English language teach if they do not handle such issues? There are other issues also which were having priority to be introduced in the course of the master's degree in English language and taught instead of thrusting papers with abstract and inefficient contents in the course.

After completing the first semester (three and a half months) and getting subjected to exams, the student shifts to the second semester to get specialized either in English literature or linguistic in 'three and a half months' only and not more than that! This is the shortest period of master's degree in the world and the history of education, indeed. The period of three and a half months is not sufficient for a person to get specialized in learning how to use machete and get through, safely, the stage of learning grass-cutting without cutting hands not to mention getting specialized in English literature or linguistics in a context where English is a foreign language! Do those, who are, in charge of education in Sudan have intellect? Are they sane? Do they run universities according to a standard educational parameter or they just manage them as business centers to eke money and graduate donkeys?

This semester includes also several papers of which contents need revision. One of the students told me that some of those who teach the papers of the master's degree practice the 'skill' of dictating notes to students of the master's degree!! Imagine! This is an exposed escape from the task of coming out in English language and deliver a lecture through this foreign language! Those notes are short and do not transcend, sometimes, a half page or a page only in a single lecture. In this regard, a

colleague told me that the specialized papers are taught by a person from any specialization and he described this state of affairs, aptly, by saying “Everyone jumps and rides on any saddle” and so do pseudo-teachers and their commercial universities with the master’s degree student whereas the word ‘master’ means (the control of the student over his specialization), but in Sudan, this word does not mean so, rather, it means a study which is similar to the study in the secondary school level. The practice of dictating notes to the students of the master’s degree makes them students of no more than ‘very high secondary’ level if it is right to say! Therefore, most of those who join and complete the course of the master’s degree can’t write the short research of the partial fulfilment of the requirements for the master’s degree. Dr. Mohammedain, the head of English department in the College of Arts in university of Khartoum told me that from among a group of master’s degree who completed the period of the course, the numbers of those who wrote the research and obtained the master’s degree do not transcend the number of fingers in a single hand! This indicates that the semester courses with their contents and period do not qualify the students at all. Rather, they are nothing more than a premeditated process of organizing theatrical courses, robbing the pockets of people and cheating the educational system and the society as a whole! It is worth noting that even in the university of Khartoum, the course period of the master’s degree does not exceed eight months (two semester- the first is a general study and the second is study to get specialized). Dr. Mohammedain agreed with me that this period is not sufficient to qualify the student to get the master’s degree and that even the university of Khartoum concentrates on master’s degree on linguistics and not master’s degree in English literature although literature is the real source of linguistic excellence and the policy of escaping from the challenges of teaching English literature by resorting to teach only linguistic papers is nothing, but an expression of the linguistic and intellectual poverty of teachers and many of those who take refuge in pursuing master’s and doctorate degrees in linguistics. It gives them a chance of escaping from true linguistic creativity and intellectuality into repetition. That is why there is shortage in teachers who are capable of teaching English

literature because its teaching requires a teacher who has exceptional intellectual, linguistic and critical abilities and such abilities are not available due to the accumulation of the tradition of theatrical graduation of holders of higher degrees in linguistics for many years and the domination of half-intellects people of poor abilities over this field of study. Here, at this point, every person who is endowed with a sound judgment, realizes that, in most of the universities, students are forced to take specializations which they do not desire, but they continue in those undesired specializations so as to get a carton degree of master in linguistics. Therefore, the majority of higher educational outputs are not qualified in the true sense of the term and universities are not identifying the areas of shortage in specialization so as to cover them. It means that universities do not supply the society with what it, really, needs, rather, they take the shortest route to eat up people's money unjustly and graduate outputs who are separated from their true potentialities which were supposed to decide their specialization. They, falsely, hold carton degrees that make them claim that they are specialized, but they are not truly specialized. They, only, paid the specified fees on a counter and received the carton degree from another counter!

We may return to our discussion about the University of Sudan for 'Science and Technology' where some students, whom I taught in the first semester, and who pursue the course of master's degree in English have linked their specialization in English literature to my presence in the university and this indicates that the 'University of Sudan for Science and Technology' also suffers from shortage in qualified cadres who can teach students English literature.

After the completion of the second semester, the student is subjected to an exam and then he moves to write short 'research' of the partial fulfilment of the requirements for the master's degree. At this point, I say: 'What will make you know' what short research it is? Researches in Sudan do not have any sanctity. Many of them are formed by ways of plagiarism. Old researches are scattered on the desks of libraries without any monitoring! Every intruder can refer to them without any regulations. The short researches of the partial fulfilment of the requirements for the

master's degree mostly are not produced by true research-intellects that have been activated through a true process of acquiring knowledge nor through that poor and ad hoc semester course, rather, they are formed, mostly, through a mechanic procedure embodied in selecting a title and then getting involved in fevered activities of stealing, cutting and pasting from previous researches and books so that at the end not a research is fabricated, but a topic which is deprived of methodology, inconsistent in content, defective in narration and does not possess any true research thread. They are in the form of heaped and mixed information which does not reflect except the bankruptcy of the product and the hollowness of the producer, the evaluator and the graduator! As we have seen earlier, a student got a Ph.D. degree from Alneelain university after plagiarizing complete pages of a book titled 'History of English language in Sudan: A Critical Re-reading' with its quotations and texts without following any documenting methodology that observes the bases of correct scientific and methodological research writing. Rather, at some points, he has dropped even the inverted commas that surrounds the quoted quotations. He closed his eyes to the documentations which are present in those pages and at the end of chapters to clarify sources of those quotations and citations. Through a strategy similar to that of 'concrete mixer', he merged those quotations and citations with my own texts. Hence, he made all the material as if it has originated in his intellect and then he got the Ph.D. degree in a complete absence of the academic monitoring role of the university, the research guide, the internal and external examiner and in a complete absence of scientific integrity, too! This indicates that the research guide and the internal as well as the external examiners were half-qualified. They were ignorant of the basic ways of acquiring knowledge and writing researches. When I visited the college where that plagiarist works, I could not meet him, but the head of the section of English language told me that he had assigned to that 'fake Ph.D. holder' the task of teaching ten students, but he found that his performance is not up to the mark! How will his performance be up to the mark while he betrayed the bases of scientific integrity and stole the intellectual rights of others? This indicates that the country is full of fake doctors and

therefore every hypocrite political dwarf and stupid as well as idiot military personnel obtained master's and Ph. D. degrees. The wife of every hypocrite political dwarf or that of a man of influence who does not excel except in reding lips got master and Ph. D. degrees, but the bad lot of this gloomy and failure country made her a wife of a man of influence and therefore they defiled everything and deprived every valuable thing from its true value. The dwarfs who control the departments of specialization in Sudanese universities failed to realize that the master's degree, as its name itself, means a complete controlling over the specialization whereas Ph.D. degree is not an end in itself nor is it a source of an empty narcissism or boastfulness, but it is a mere means of knowing how to learn, acquire and disseminate knowledge. They do not know that the true measurement of being a holder of Ph.D. degree is the knowledge a holder of Ph.D. degree produces after acquiring Ph.D. degree. If a holder of a Ph.D. Degree does not produce, print and disseminate a documented knowledge which confirms his worthiness of that Degree, it is an indication that he had acquired it through wrong means. In other words, the holder of an authentic Ph.D. Degree should consider that the Ph.D. Degree is not a measurement of bearing knowledge, rather, he should prove that the Ph.D. Degree taught him how to acquire and disseminate knowledge otherwise he would be considered to have acquired it through wrong means and that there is, still, a great defect in his scientific abilities.

Simulating the Crust-Side of Western Educational Systems

Studying the course of master's degree in Sudan was supposed to be in the form of comprehensive specialized papers (English literature) or (Linguistics) and the papers titles, contents and details were supposed to be devised by true specialized scientific committees of which members hold true, authentic and tangible knowledge. The period of each master's course should not be less than two years and it should be done without writing any research because our EL learning reality requires such a system of study. We are not better than India in this regard. In fact, we are lagging behind the Indians in this regard. Many Indian universities are organizing master's degree courses without any research of the

partial fulfilment of the requirements for the master's degree and still they are producing qualified holders of master's degree.

An amendment in the contents of the courses of the master's degree should be done every four years so as to avoid repetition of questions in exams. However, universities will not do so because their main concern is to graduate the largest numbers of graduates every year, eat the people's money unjustly, feed hungry teaching staffs who are intellectual bankrupt and scientifically poor, generate renumeration for the corrupt and parasitic administrations which are ignorant of the essence of knowledge and learning and conceal the truth! Moreover, universities have, stupidly, followed the commercial Western semester system and started producing empty-minded graduates. Even if the Western semester system is effective in the West, we can't adopt it because the students-inputs of those Western universities are different from our inputs and the linguistic and academic background of their students is different from the linguistic and academic background of our students. Moreover, it is the semester system in those Western universities which led to their scientific bankruptcy and therefore they opted to recruit teaching staffs from overseas who did not undergo semester system education. If the semester system had been effective, the Western countries would have not recruited Indian teaching staffs who completed their studies, mostly, through annual or linked-terms system. If we follow the trace of Western universities, we have to devise learning course of English language which are based on the so-called communicative approach that calls for speaking in English first as if we live in London or on the so-called functional-notional syllabuses of English which concentrate on the language which is used in markets, restaurants, hotels and airports as if we want to produce tourists and not acquirers of knowledge through referring to English references and material in libraries and online. Such theories and courses may be suitable with the children of migrants to Western countries and not with our teaching/learning situation. Unfortunately, due to the parrot-like imitation, such those courses have been imported to Sudan in the 1980th. and implemented, but they utterly failed to create any tangible learning and therefore the ELT/learning process is suffering, till to date, the consequences of importing alien theories

and courses. Those Western theories and concepts became like polar bears which have been rehabilitated in tropical climate or hot and dry desert. I would like to mention, here, that the semester system has also been, stupidly, picked up by many third-world countries and consequently, they entered into a horrible stage of shortcircuiting the process of learning and acquiring knowledge and emptying it from its content. The whole semester system is confined to its short period of time and its calculated hours rather than the academic performance, the scientific content and the output of the effort as a whole. Therefore, the students got used to mere commercial performance in their dealing with knowledge and graduating from universities in a state of hugging mere cartons on which the term 'Bachelor' or 'Master' is printed, but in fact it is empty of content. Educational authorities who implemented the semester system in Sudan did not put into consideration the fact that the background and potentiality of the students in western country is better than those of our students in Sudan. Even if we highlight the university study in the West, the content of the courses of study in those countries is loaded with scientific transformation which keeps up with advancement of knowledge right from the school level and therefor they turn from a level of a (Subject) into a crystalized and true (Specialization) in the graduation stage, rather, the specialization reaches the level of deep and influential specialization (Discipline) at the end of the graduation stage not to mention the stage of the master's degree in specialization which turns whoever completes it into an (innovative and creative) person in his field of specialization. Moreover, valuable and rare studies in the West are centered in strategic centers which can't be reached by students from third world countries except through some special protocols between countries. However, in Sudan, there are bachelor and master's courses which are empty of true contents and do not produce except (shallowness) in the specialization. The students get graduated with a wrong and false idea about the extent of their scientific gain whereas there are ignorant people in the society who believe in such empty-skull graduates and give them a space to parade their intellectual hollowness and shallowness. The proof for this is the colleges of education which do not produce true teachers

as a major official in the Ministry of education had admitted, nevertheless, the government pays a lot of money to let those college remain open and become a source of fodder for intellectually and scientifically poor teaching staffs. This is a type of familiar inability to admit failure and take necessary measures with regard to such a situation and this is one of the characteristics of the ruling systems which are controlled by hypocrites, armed-ignorance, idiot, intoxicated military ranks and war criminals!

Details about the Content of the Course of Master's Degree

In addition to devising the course of the master's degree in ad hoc manner and the shortness of its period, its weakness springs also from the details of its papers. As far as the details of the course of the master's degree are concerned, here, the person discovers the shallowness of those who are in charge of higher education in Sudan. The university did not, scientifically, put the details of the course, rather, it demands from the individual teacher to do so! The university does so because it knows that it does not have capable scientific committees to devise courses of study in a scientific manner. It also knows the non-availability of the qualified teacher who is capable of teaching the pre-prescribed courses. In order to avoid the impossibility of devising the course with its relevant details, correctly, and in order to enter, hurriedly and in any way, into the greedy commercial market of the courses of the master's degree, the 'shopping' university throws the ball to the playground of the so-called 'teacher', who is half-qualified, and asks him to devise the course, teach it, test the students and handover the final results! Here, everyone who has intellect, has the right to ask: Where is the monitoring and academic role of the university or high education? How can the university ascertain that the academic dose which is given to the students by the teacher is standard and fulfils the purpose it seeks? We should not forget that even if the academic courses were as light as the feather and empty in their content, the student will not object or protest because his main motive is only to get a carton degree from those who do not possess a true academic degree nor do they give testimony for Allah; the Almighty.

When I was ordered to teach the paper titled “Readings in English Literature and Literary Criticism”, I was given only the outlines of the content paper. They were as follows:

1. Prose,
2. Short Story,
3. Novel,
4. Drama,
5. Poetry, and,
6. Literary Criticism.

At then, I inquired a colleague if there are details of the course that have been put by a specialized committee. He replied me by saying, “You put the details of the paper and accomplish it.”! I heard such this saying from the dean of the faculty also! This is one of the main causes of the serious defects in the university courses in general and the course of the master’s degree in particular. I devised the details of that paper which included samples which represent those main outlines. I was keen to make the academic dose as standard in its intensity as it may be possible. However, I faced contempt from students who considered it as an academic pressure on them because they have not experienced the same dose in other papers! Moreover, I heard from the administration gestures which call me to reduce the dose! It is clear that they do not know that they have put those main outlines in a wrong manner because those outlines, in their number and variety, are suitable, after subjecting it to some amendments, with a separate course of a specialized master’s degree in English literature. If the specialization system of the course had been methodological and scientific, it was supposed to divide this paper into four or five separate papers which are studied by the students in the first semester and they may take further doses in the following semester so as to achieve master’s degree in English; specialized in English Literature right from the beginning of the course till its end. However, the master’s degree course, which has been devised by the university, does not allow for a true specialization because it has been devised in an ad hoc manner through people who do not have knowledge of devising specialized courses. Therefore, the period of specialization has been made three and half months only. This period is not sufficient to read,

carefully, literary texts so that the student may enjoy the beauty, symbolism, suggestiveness and linguistic nature of the literary text, develop his own critical faculty, increase his linguistic feeling and take a journey to other cultures so as to strengthen the comparative sense with his own culture which is supposed to be Islamic culture on the basis of the Quranic verse which says, (Have they not travelled through the land, and have they hearts wherewith to understand and ears wherewith to hear?) and the Quranic verse which says, (Have they not traveled through the land and seen what was the end of those before them?) Such a course will make the student aware of the fact that his culture is distinct if he lives it according to the Islamic way of life because he will know himself and others and realize the value of the best pattern which is within his hand! In other words, foreign literature reminds the learner of 'his knowledge about Allah, about whom he loves and of whom he detests' as Ameerul Mo'mineen Imam Ali; the legal successor of the prophet, pbu both of them, has said. All this should be part of the main goals behind studying foreign literature. Without reading the literary text, due to the tightness of time, the student resorts to material of ready literary criticism and deprives himself of the benefits which he can reap from reading the text. Though ready criticism teaches the student the frames and terminologies of literary criticism, however, non-reading of the text and resorting, directly, to material of ready literary criticism make the student like a parrot which repeats what others have, literally, said without a deep understanding of the literary text and without expressing his own independent literary and ideological opinion even if they were similar to that of the ready criticism. He agrees with what others have said even without knowing the relation between the ready criticism which he had studied and the original text of the literary work. The absence of the conscious critical faculty led to the deification of every obscene and corruptive artist and turning him into a national and international figure, organizing awards in his name and thus indirectly propagating his obscenity and lewdness! To stand against such a trend, academic courses should have real ideological drive, academic goals, sublime aims and tangible means and results and not just an ad hoc or theatrical work which is prepared so as to eat up others' money unjustly!

The Defect Ingrained in the Evaluation System

What indicates the scientific and methodological poverty of the intellects of those who are in charge of course-building and selection of the main outlines of papers is that they made the above six branches in a single paper and thus this situation creates a problem in examining and evaluation. It indicates that those who are in charge of course-building and selection of the main outlines of papers are ignorant of the technical requirements of devising the main titles of the papers of the studying course in relation to the methodology of evaluation because whatever efforts which are exerted by the teacher to expand and enrich the details of the paper and cover the topic which he teaches during the semester and which the student must study, the student can drop a major part of those topics which have been taught in the paper, concentrate on only 30% of the paper and prepare himself for the exam. This state of affairs is imposed by the number of questions and the duration of the exam because in the content of the exam paper of three hours and six questions (in each question there are options for the student to select a single topic from among those options and answer it), the examiner can't oblige the student to handle topics more than that which are decided by the student for himself and thus the student ignores the major part of the course and he does not study it carefully and deeply. Due to the presence of options in a single question, the teacher finds that the student has not studied more than one-third of the course, nevertheless, he gets a pass if he controlled over the content of that third! This means that even if the teacher exerts a sincere effort in expanding and enriching the studying content and laying down purposeful and standard academic requirements, nevertheless, he can't oblige the student to handle the academic dose which is required during the course and get well-acquainted with it because the duration of the exam and the setting of question papers give the student an opportunity to shorthand the content and concentrate on only one-third of the course. Thus, the whole system offers the student easiness to pass the exam without getting acquainted with the whole topics of the paper! This indicates the arbitrary nature of building up the whole master's course and the course with its papers, teaching content, duration and exam-paper

design. All have a serious scientific, methodological and evaluative defect and the main cause of this defect is that the university was not at all keen on supporting a process of forwarding a rich content to the student. After checking the answer papers of the first semester, it became very clear that the majority of those who hold a bachelor's degree have not learned anything during the course of the bachelor's degree, nevertheless, they got graduated although they can't write a single sentence correctly. They do not possess the correct linguistic skill in English language, rather, they write with a level of the student of first-year bachelor course or with that of the third-year secondary school and even lower than that! Unfortunately, I found a student of master's degree in English who writes (i) intending to write the first pronoun (I) which is a complete word! If this is not disgrace, then, what is disgrace? Thus, the linguistic production of such those students can be imagined if they become translators in judicial circles of which duty is to maintain justice and punish the unjust, in medical circles of which the life of people is, closely, linked with the translation of the translator or in the diplomatic and negotiation circles which hide Satan in the linguistic details of treaties and agreements! In this regard, one of the teachers told me that some of the disagreements between Sudan and the State of South Sudan are the result of a defect in translation of the agreement between the two states which was followed by separation! Here, every sane person has the right to ask about the utility of the 'abstract' studies in the papers of 'linguistics', 'discourse analysis' and 'research methodologies' while the educational outputs write (i) for (I) and can't apply the practical linguistic side of English language in practical translation! Moreover, students do not possess the critical faculty that enables them to handle literary work, employ its content and answer, critically, the questions which are before them. Rather, their major skill manifests itself in a childish, naïve and direct re-narration of the literary text in a very primitive and poor English language! Nevertheless, teachers depend on such childish, naïve and direct re-narration of the literary text in evaluating the literary and critical knowledge of the student and the latter passes by depending on that childish and naïve re-narration. Admitting such students in a course of master's degree will give them a

wrong image about themselves. Graduating such students with a master's degree and generalizing this educational method in all courses is the main cause that made the society full of those who claim to be possessing something although they possess nothing. The society became full of holders of higher degrees and people started undervaluing things of each other because there is a deep realization of the fact that what is going on in educational circles is not true, rather, and it is a theatrical, liar and hypocrite work which dominates the societies that are ruled by regimes of hypocrisy, war criminals, ignorance and composite lunacy! True knowledge has value because knowledge is not acknowledged except by people of knowledge and the true holders of knowledge have tangible scientific outputs and not only carton degrees or hollow titles which are empty of content.

In addition to the arbitrary and ad hoc devising and naming of the titles of the master's course papers, allowing the teacher, whatever his qualification or scientific achievement may be, to set up the studying details of those papers according to his mental content will produce a reality in which the paper has been subjected to the whims of the teacher and also his capabilities which may be poor and humble and it is mostly so. This will give chance to pseudo qualified people to practice university teaching and boasting of doing that. This will downgrade the academic and scientific standards, if there are any academic and scientific standards which are still remaining, at the level of bachelor's degree or higher studies level. It confirms the fact that those standards are in the bottom of the ditch and this becomes clear when some students of the course of the master's degree admit that they have never come across of famous artists of previous centuries. They have never heard about the major poets, dramatists and novelists of the previous centuries. They were supposed to read for those artists and their distinct works at the level of bachelor's degree, but those in charge of syllabus design do not know how to design a specialized course. They failed to realize that reading is the only means to upgrade intellects. The holy Quran, in its first revelation, emphasized it, but where are we from the holy Quran? The nation of 'Read', does not read! Where are we from the common sense which knows that a student of the

bachelor's degree in English is supposed to be acquainted with the major works of English literature. This means that students have not been qualified to serve the society with the bachelor's degree which they hold or to enter the battle of master's degree with an efficiency that enables them to confront the requirements of the master's degree. The situation will be disastrous if that same grim educational system dominates in all specializations in universities and it seems to be so not only in the level of university studies or higher studies, but also at the school level which, with a premeditated and implicit agreement among those who are in charge of education, fabricates its results and holds conferences to decorate the prevalent disgrace, mislead people and blur their consciousness. The ignorant rulers; holders of moronic military medals, either think that things are going properly or they know the horrific defect in education, but their ignorance of what education means and their concern to remain in power make them accept the disgraceful reality that truly represents them and incarnates their moron reign which we supplicate Allah; the Almighty, to demolish and eradicate its traces which are characterized with hypocrisy, lie, corruption and eating of people's right unjustly. The grim reality in all aspects of life reflects the absence of scientific, specialized and professional mentality that keeps pace with the development in the fields of science, medicine, pharmacy, engineering, agriculture, etc. and this indicates that the educational system concentrates on the crust of knowledge and its background and not on the pulp of useful science. It means that the educational system laughs at all students and the whole society by producing only narcissistic, hypocrite and mentally bankrupt outputs. It also indicates that such higher educational institutions are rather business and commercial centers. In fact, right from the level of their chancellors down to their deans, colleges, faculties and teachers, they are nothing, but searchers for fodder and subsistence at the margin of knowledge. They are sales representatives of empty carton degrees that are not subjected to any scientific or academic standard, consequently, some countries withdrew their accreditation of Sudanese universities, expelled the branches of those universities which have been opened in those countries to exploit their people and the Sudanese expatriates. In the branches of the main universities in

those countries, those who are enrolled fail many times and they pay new fees against each paper in which they failed while the same teaching staffs pass students in the main university in Sudan and distribute degrees among them with a wicked generosity!

One of the reasons behind the absence of scientific, specialized and professional mentality in those universities is the system of teachers' promotion in Sudanese universities. The system of promotion in the field of teaching at the university level is defective because it is decided, mostly, by either the number of teaching years 'one year repeated many times' and this parameter produces 'rankers' or by 'papers' which are, falsely, termed as 'researches' or 'scholarly articles' and published in internal periodicals that claim to be standard and on the basis of that publication, the teacher receives promotion till he reaches the level of professorship and 'what do you know about professorship in Sudan?' It is procured by all and sundry and in some cases the editorial boards and the scientific standards in those internal periodicals are monopolized, neutralized and forced to publish nonsenses of half-educated 'teachers' and consider them as research papers so as to qualify them to posts which they are not qualified for! I challenge the concerned authorities in Sudan, if there were a true state in that cursed country, to appoint an honest, capable and neutral scientific committee to examine and revise, sincerely, such those 'research papers' so that the government, if there were any government, may realize that it is spending on those who do not deserve, rather, it spends on thieves who bend the hands of people to eat people's money unjustly. I challenge the concerned authorities in Sudan, if there were a true state in that cursed country, to install plagiarism checker to examine the master's degree, Ph.D. degree researches and internally published papers so as to examine their authenticity. Defective researches are producing climbers only. Such climbers can't set up academic courses at university level. Even if ready academic courses are given to them, they can't teach or evaluate them in a scientific manner. The papers which they have called as 'researches or scholarly articles' and published them in 'the internal periodicals' so as to procure the title of 'professorship' and climb to higher levels will not find their way for publication if they are sent to

specialized international periodicals, rather, they will be thrown into the trashes of those international periodicals! Look at the majority of the university outputs and search for the published papers of the majority of those who boast of empty titles, manage those universities or teach in them so as to realize this sad truth and miserable academic and scientific reality of those thieves of knowledge. Nevertheless, the administrations of such universities are keen on distributing titles in the way that they like and not the way it is scientifically prescribed or do justice to those who, truly, deserve those titles. When I applied to a teaching post in the University of Sudan for 'Science and Technology'; where there is neither science nor technology, they gave me the title 'associate professor' and not 'professor' although, at that time, I have already published ten books; nine of them were in English language. Seven of those books were academically and scientifically well-documented books and each one of those seven books can be a base for a comprehensive and integrated Ph.D. research while the majority of those who hold the title of 'professor' did not write or publish in the quantity or quality I did. This shows that standards and parameters are fully defective in all aspects of the academic affairs in those universities. What reveals the superficial and shallowness of their understanding of the research fundamentals, the poverty of their knowledge about the proper way of writing scientific papers and the ignorance that paralyzed their thinking is that when I told them that I have authored seven, academically, well authenticated and documented books and that one of them had already been prescribed for students of the master's degree in translation, so don't I deserve to be appointed as a 'professor'? They came with a suggestion that makes even the bereaved mother laugh. They asked me to extract some articles, from those books; my own published books, and publish them, again, in the internal periodical of the university so that I may get qualified for the title 'professor'! In other words, I have to extract some articles, from my own published books, and republish them in the internal periodical of the university! Indeed, it is something that makes even the bereaved mother laugh! It seems that they can do so, but this can't be not done, in the field of scientific research, except by a thug who got used to mix things and produce what makes him

capable of climbing the ladder of procuring carton degrees. How can a person extract from what he has already published and form a paper to republish it again and nevertheless, call it a research paper? They did not realize that in those books, there are tens of papers similar to what they asked me to extract and publish in the ‘internal periodical’ which I call it ‘their internal kitchen’ whereas my books hold international ISBNs and in the library of more than a hundred university and many national libraries around the world. How can I form papers from my own published work and republish them again? This will be similar to cow’s rumination! I do not know where did the university find those rare morons who have been appointed to decide the fate of people? I consider that they have asked me to do, like them, a mechanic work which is characterized with an unmatched stupidity whereas they consider it as ‘an academic and scientific innovativeness’ according to their defective standards because they do not know the fundamentals of writing scientific research papers for publication. This is the state of affairs of the majority of mentalities which administer universities and in this way many morons are procuring the title of ‘professorship.’

Absolute Academic Power for the Teacher in Return for Crumbs of Fees

As far as the financial return for teaching those papers are concerned, when each semester ends, the university gives ‘crumbs’ in the form of only three thousand pounds for the teacher in return for the paper which he taught. This is a humiliation, but stupid teachers deserve it! The university does not know that more than half of that amount of money fades away in the tank of the teacher’s car; if he had a car at all. This indicates that the university reduces the salary and the financial return for teaching the courses so that to turn the hungry teacher into a humiliated person and a ‘crushed’ gear in the machine of its eating of people’s money unjustly. This shows that the university turns into a big feudal which humiliates teaching staffs so that they may act on its stage and perform its drama of distributing carton degrees to empty-skull students. The financial return for teaching the ‘theatrical’ course may vary from a university to another. Every

sound and prudent person can imagine how the teacher's production of the paper which he teaches for each semester would be! Will he prescribe for each semester a rich studying content that qualifies students? Is the period specified for the course sufficient for that? Will the teacher exert sincere efforts to complete the teaching of that content or he will prescribe simple material and call it a 'content of the paper', dramatize teaching performance, finish off that 'paper' in a funny way, receive the amount of three thousand pounds and then he waits for the following semester in the same university or hurry up to offer those humble and poor services to another university to perform in the same poor, theatrical, false and bankrupt way and so on! Many teachers are, greedily, engaged in a humiliating marathon that pants behind income 'generators.' Thus, universities are managed just like the management of malls and booths which do not market except the worst types of goods. They are not educating students, rather, they allow those to whom they assigned the task of teaching to carry out academic dishonesty in a cunning manner, unfortunately, it became acceptable for most of teachers and people. The teacher does not realize or does not want to realize that through such types of theatrical courses, he is receiving corrupt money to feed his family. The students themselves know that they are dealing with exceptional and skillful thieves, actors and hypocrites in the field of general and higher education and they know that the whole matter is carried out in a wrong way. It means that the society is producing white-collar criminals and not holders of true academic degrees and we may imagine the fate of students who will come in future seeking knowledge and they become under the supervision of such doggish, shallow and bankrupt university outputs!

Graduating Ambassadors who Hold Carton Degrees

When anybody speaks to those who are in charge of designing and accomplishing such empty courses about the defects of the course of the master's degree, their ready reply is that those students want a degree because they are aspiring to go to work in Saudi Arabia, Persian Gulf countries and Libya. Are Saudi Arabia, Persian Gulf countries and Libya stupid enough to recruit garbage of cartons without content? What would be the position of these

bankrupt outputs if they come into contact with teachers who graduated from universities which do not commercialize or dramatize the process of granting degrees? How would they be rich scientific sources for students who seek knowledge from them? What would be their fate after they come back from Saudi Arabia, Persian Gulf countries and Libya? Will they return the fake degrees to the university, reapply to study master's degree again and, seriously, acquire knowledge or will they work in the field of teaching and translation by employing those fake degrees? What would be the fate of those who seek their services in those sensitive fields such as education, judiciary, medicine, engineering or politics which require capability, trustfulness and reliability in performance? Because the saying goes 'Who does not have can't give'!

An Educational System that Practices Cheating and Dramatizes its Performance

Such educational outputs are nothing, but an educational wastage and not true graduates of high education. In fact, closing down such universities is better than graduating holders of carton degrees because such a theatrical performance of education does not produce except representatives of mental and scientific failure through the worst and most corrupt types of poor academic production in the world which does not cheat only the student, but also the educational system, the family and the whole country which, knowingly or unknowingly, pay to a group of holders of carton degrees and titles which are void of content to, foolishly, manage, high educational institutions and turn them into malls and booths. They are paying to a group of holders of carton degrees and titles who do not abide by any scientific or academic standard. Institutions which pay to such morons do not understand the meaning of educational reform nor do they have the desire for educational reform or knowing the way for it and even they come to know the way for it, they do not follow it. The material concern of such institutions, their shallow understanding of scientific achievement and their surface understanding of the ways of scientific achievement are the reasons behind making them close their eyes to the quality of the outputs of high education because

they know that the road to knowledge is a hard, exhaustive and long one and they know, very well, the intentions of who said, "Verily, you will not be able to have patience with me" which refer to the fact that acquiring knowledge needs patience and steady effort from the teacher who is qualitatively qualified, the serious and intelligent student who is keen on gaining knowledge and getting qualified, the standard courses which, truly, qualify learners, the university which is, truly, an academic environment and not a political or gimmicking hub and the higher education which is managed by, truly, qualified people and possess keenness to qualify the educational outputs and monitor the educational institutions to know the extent of their adhering to scientific standards in their academic performance. It seems that those who are in charge of running higher education realized that if they do not dramatize the whole educational performance and give sufficient gestures of being generous in issuing university degrees for every Tom Dick and Harry, for every idiot who are in power and for their ignorant wives and daughters, their shops and booths will not work and 'shoppers' will not visit them to buy their 'counterfeit goods.' Therefore, universities indulged in setting those empty master's courses without subjecting applicants, before admitting them, to any internal evaluation so as to ascertain their ability to undergo the courses. Universities assigned the task of teaching to teachers who are mostly the product of the same failure system of high education in Sudan. Universities also admitted part-time students to undergo those theatrical courses, therefore, they can't compel students to exert true academic efforts and acquire true knowledge. They did not prescribe, for students, studying courses in a scientific manner nor did they subject them to eligibility tests which measure the actual achievement of students or reviewed their researches carefully to ascertain the authenticity of their contents. As the educational system became a play-field for those who have money and influence and not for those who have intellect, some university became bold enough to organize offers to hunt some Sudanese expatriates to register for bachelors and master's courses and even Ph.D. research while there are many intelligent people in Sudan, but they can't pay the costly fees of studying in such those commercial universities, therefore, they

remained deprived of opportunities which enable them to acquire knowledge though they were more deserving to get such chances than those dull-minded expatriates. In fact, nothing remained, before those universities, except creating sales-offer through 'a new (car) raised on a wooden platform in the mid of the university so as to be a prize-drawing that goes to one of those who have been admitted in the false courses or graduated from them so as to attract more people to come, quickly, apply in those dramatized courses and pay money to the treasury of those 'shops' and fill up the pockets of those cheating and counterfeiting dens which are, falsely, called universities.

The Imperative Consequences of the Dramatized Performance of Education

If this state of affairs continues, the educational system will reach a point of no return if it had not already reached. The country will be full of pseudo-holders of higher degrees and this would be a great disaster to the whole society. Such outputs which hold empty cartons would disfigure the reputation of the academic achievements of graduates of Sudanese universities within Sudan and abroad, if any reputation has ever remained. Thus, the arbitrary issuance of empty-content certificates and degrees is a dangerous crime. It is a sign of withdrawing of knowledge which has been mentioned by religion. In fact, which crime is more serious than offering somebody a university degree which he does not deserve? Which crime is more serious than allowing somebody to practice a profession on the basis of that carton degree while he does not know the basics of his profession? Which crime is more serious than allowing somebody to climb up the ladder of promotion through a fake degree after passing repeated years of the same performance or issuing some papers in internal periodicals and call them scholarly publications? Which crime is more serious than allowing somebody to undergo the so-called fellowship exams which became commercial rather than truly professional exams and failed to improve the professional performance of such people? Which crime is more serious than assigning the task of teaching an intelligent and innocent student to

a shallow and bankrupt graduate who does not know anything in his field?

It is clear that this article exposes the academic disgrace which reigns in Sudanese universities. One of the colleagues requested me not to publish this paper and claimed that it would tarnish the images of Sudanese universities and bring animosity to me, but I told him that Allah; the Almighty, is the enemy of whoever conceals truth. I said to him that heads shall not be buried in the sand; enough is enough. Revising the scientific content of the intellect of students, checking up the qualifications of their teachers, examining the efficiency of learning courses, ascertaining the reliability of the examination system, re-checking the researches which are produced and the titles which are conferred is more important than maintaining a false image of a corrupt educational system because what is going on in many universities has not left any reputation to be wasted, rather, it is an organized cheating in a decorative frame. It seems that this colleague was not knowing that the disgraceful condition of universities is the topic of discussion among even the public bus-conductors, farmers and illiterate people in rural areas. He does not know the fact that many reformations took place after the public had become aware of the bare truth through frank publication which does not fear from anyone. I know that truth has, always, a lot of enemies, but we should not forget that Allah; the Almighty, is the enemy of whoever conceals truth. The animosity of whoever does not accept truth does not bother me because keeping silent about this grim reality is a concealing of truth and the concealer of truth is a dumb Satan. Whoever is truly educated will never accept to conceal truth or become a dumb Satan whatever the cost may be. I realized that advising within closed circles, mostly, does not fruit and many of those who manage the affairs of those closed circles do not possess intellect with which they can understand scientific opinions of the reformation process. Moreover, they know that reformation will deprive their pockets from what they can steal from the demagogues who search for carton degrees. The saying goes, 'Whoever is benefited by a false will not support the truth.' Therefore, a lot of scientific recommendations have been detained inside drawers or thrown into the dust bin because whoever is

benefited by a defect in an institution will not accept or implement any recommendation which eradicates that defect and deprives him of the benefits he reaps. In fact, avoiding self-criticism and non-reviewing of the existing practices are the main cause of failure in all fields of life. Students get graduated from medicine, every year, after their families have paid the blood of their hearts in the form of fees to educational institutions which we do not know what they give to students and how they qualify them, therefore, medical errors have become very common in a backward, butcher and immoral medication environment in which the 'medical cadre' are humiliated and even beaten by the public. Medication, in its worst level, is monopolized in hospitals of the supporters of ignorant, idiot and criminal regime which has been controlling the affairs of the country since the 1980s. Patients are, every day, travelling abroad for medication while a lot of medical outputs are hiding their ignorance behind the white uniform which they wear even in public transportation to deter the inferiority complex, display a detestable narcissism and chase some western commercial fellowship certificates which they procure, but they can't practice the profession, rather, they use it to cover up their inferiority complex, scientific poverty, professional failure and inability to understand their profession properly and deservedly. Pharmacies are full of imported medicines from countries which establish pharmaceutical manufacturing units for companies which do not comply with the international standard in the field of manufacturing and marketing medicines, therefore, from time to time some medicines are withdrawn and what is hidden is greater while many pharmacists are mere marketers of medicines only after they have passed their specialization in theatrical manner. Children vaccinations are destroying the immunity system of children under the name of immunization, causing cancer to them and killing them while medical professionals failed to ascertain that the future generation should not be subjected to any chemicals without a minute checking of the source and content of those chemicals. Those stupid people who rule over Sudan must realize that only quality education that produces, truly, qualified medical professionals can accomplish such a task and protect the future generations for dangerous imported chemicals.

As I mentioned earlier, colleges of education do not produce true teachers and many specializations in those colleges are titles without content. The economic condition in the country is at its lowest condition while wealth is in the hand of the parasitic educational wastage. True intellects have no choice, but to migrate and depart the country which is ruled by hypocrites and morons. The stupid political regime neglects the university teacher and generously pays for the municipality administrator who may be an illiterate or, slightly, above that level. The stupid political regime allocates a huge budget to outputs of official forces of army, police, security, etc. who are mostly educational wastage and even their commanders are not equal to the shoe of a truly educated graduate, but the latter lives a poor life or migrates while the stupid military, police and security officers are living a luxurious life; eating and boozing only! This does not happen except in a society in which ignorance and weapon united to rule over the society as if those who engineers the guardianship of the country, on the long run, are the ignorant and idiot military ranks and not knowledge and its people. What did the policy of consolidating and spreading ignorance and accumulating wealth, building armies which protect unjust thrones do to countries which are protected by foreign navies while any attempt to occupy them by their adversaries does not take more than two hours of time? In fact, the miserable condition of the country tells us that a feudal, parasitic and repulsive economic system lives among us. It flourished like a mushroom under the so-called economic liberalization which is a false slogan that made people taste an unprecedented evil. The country became an object of ridiculing by foreigners and a burden on the world while the markets are full of goods of the third-time sorted out quality which are imported from the garbage of Chinese, south-east Asia and Egyptian infested and polluted goods which wasted the sources of the country and affected the public health and consequently the country became robbed from within and from without and its sovereignty and health are, dangerously, targeted. The ruling feudalism imported workforce from rural areas after it had, deliberately, destroyed the production capacities there, controlled over the joints of the parasitic economy and turned it into a feudal economy. The labor-force has been turned into gears

in the machine of marketing every vicious and malicious good imported by the pharaonic ruling feudalism. Consequently, poverty that is mixed up with ignorance spread all over the country and this will have, sooner or later, dire repercussions upon the society. This is the state of affairs Sudan in many aspects of life; an overwhelming degeneration and a complete collapse of the entire society. The society suffers from many defects and failures, but it stubbornly does not admit the existence of defects and failures nor does it head for true reformation or searches for it. The condition which reigns in Sudan, the complete absence of truthfulness, honesty and testimony for Allah; the Almighty, the absence of self-critique and technocratic intellect in all fields of life are created by the coalition of hypocrisy which is in Islamic uniform, without knowing Islam, with the military foolishness, banditries and war criminals, consequently, this state of affairs led to the accumulation of the failure in every aspects of life including general and high education which failed to produce truly qualified outputs because the ruling ignorance and Islamic hypocrisy do not want to produce true educational outputs which are qualified, rather, they want ignorance to reign among people as it makes it easy for them to belittle, corrupt and degrade such ignorant public. The absence of technocratic and scientific intellects in all aspects of life is the result of the political system which have been ruling Sudan since the so-called independence until today. The absence of scientific intellects is an imperative consequence of the power struggle which has been going on since the so-called independence. The ignorant ruling regimes have been working to spread ignorance, blurring consciousness and removing the scientific, institutional and critical intellects from influential positions in the society. Those who have been ruling Sudan since the so-called independence are the products of institutions which are joined by those who failed in the scientific and professional competition in an academic and professional environment, unfortunately, those institutions put medals on the shoulders of the ignorant and idiot people and push them to rule the country. Those ignorant and idiot people, due to their intuitive feeling of inferiority complex and ignorance, collaborate with those who hold half-intellects and half-baked knowledge and keep out true

scholars and those who speak the truth because, as I have said earlier, those ignorant and idiot rulers do not know truth nor do they know its path and even if they know it, they do not follow it because they detest it. The country has been suffering since decades because the same faces which attended all conferences still attend the same conferences as the society sanctifies individuals and not the scientific content of the individuals. It blows in people who do not bear anything except outdated ideas and do not have any real offer to the country and people. This has negatively affected the efficiency of all institutions in the country including education. This state of affairs was a product of the hypocrite and liar Islamists programs and the so-called civilizational orientation which exercised an unprecedented misleading upon the Sudanese. The tools of that misleading process were the priests of darkness; the hypocrite and gelatinous Islamists who do not know from Quran except the verses which organize schtup and teach purgation from menses, but they do not know the importance of the purity of hands and what they gain. Those gelatinous Islamists who hoist, hypocritically, Islamic slogans, turned Sudan into one of the most failure states in the world. This disgraceful situation will make young generations disbelieve in whoever raises, hypocritically, an Islamic slogan in future and the gelatinous Islamists should be responsible for creating that disgraceful state of affairs.

Redefinition of Education and Conferring it with Quality

In Sudan, there is a complete absence of the correct understanding of the concept of not only education, but of everything because, for more than three decades, the criminal Islamists have established and run a state of organized crime. Everything was viewed from exploitative point of view, therefore, crime mentality pervaded the entire society, controlled the affairs of the country and managed everything. It characterized all aspects of the so-called Islamists state. They could not realize that granting people a degree is not a matter of courtesy nor is it a declaration of the completion of the prescribed period of teaching. It is not a process of eking a material income to a bankrupt university or high education which are managed by pseudo-traders who lack

knowledge and morality and dominated by criminality like their Islamist masters. Rather, the university degree is a measurement of the extent of students' gain from the effort of teaching and learning. It indicates the level of the knowledge of the teacher who taught the students the target specialization and reflects the scientific standard of the university and its rooted tradition which aims at the quality of the scientific outputs and not the quantity of the outputs or the material revenues it gains. The university degree reflects the achievement of nations and their pride in the field of knowledge and academic gain and on the basis of that degree, nations go up and progress in all fields of life, therefore, people find quality medication and national, guaranteed and effective medicine. Quality education enables the country to produce quality scientific outputs who are capable of influencing all aspects of life such as medicine, engineering, agriculture and industry. It establishes a productive economy and not a parasitic economy like that which has been organized by the criminal Islamists who bred and ran a criminal economic system.

In this article, I avoided to be, like other academicians, a critic only, rather I was keen on making the article discover and diagnose the disease and prescribe an effective medicine. If the concerned authorities do not, immediately, move, by taking help of sincere scholars; each according to his own specialization, to redefine the whole university education and confer it with quality by way of laying down strict and solid scientific and academic standards for the academic courses, organizing the process of writing researches, monitoring the process of granting university certificates, higher education degrees and teachers' promotion, then the society will remain caught in a vicious circle embodied in a theatrical performance of education which will make it inherit nothing except disgrace and failure in all aspects of life.

The Repercussions of Publishing the Article:

The publication of this article on Alrakoba and Sudanile websites was a shocking surprise to those who are in charge of running SUST and the authorities of high education. As I have said earlier, when I was appointed as an associate professor in the College of Languages and Translation, they assigned to me the

task of teaching the paper titles “Readings in English Literature and Literary Criticism” to students of the course of master’s degree in English language, it was not possible for me to forget or blank out my principles which I propagated in my previous writings and the recommendations pertaining to the field of education in general and English language teaching in particular otherwise I would have become a dumbshit clown on the stage of their liar, hypocrite and criminal theatre. They did not realize that I am not mere an Associate Professor, rather, I am probably and rather definitely an academic expert who, surprisingly, transpierced their corrupt university and exposed their twisted and rather criminal ways and unacademic practices. Immediately, after the publication of the article, I was summoned by the Dean of the College of Languages and Translation. He claimed that he could not sleep since the publication of the article on Alrakoba website. The meeting was attended by the vice-Dean who protested against publishing the article online and blamed me for not discussing the matter within what he called it as the ‘scientific corridors’ in the university in spite of the fact that if there had been any true ‘scientific corridors’ in the university, those academic malpractices, which have been incarnated and exposed by the article, would have not existed in the university. He claimed that Alrakoba website is a communist platform! So what, if it is a communist platform or otherwise? He could not realize that a communist platform which says the truth is better than an institution of which authorities claim that it is an academic, but it markets cheating, deception and misleading in the society. As far as the way of admitting students for the course of the master’s degree in English is concerned, the Dean said to me that holders of bachelor’s degree come from all universities to join the course of the master’s degree and therefore it is not possible to doubt the credibility of those universities by organizing an eligibility test before admitting those students. However, what the Dean and the administration of the university do not know or do not want to know, for something within themselves, is that admitting students after they pass an eligibility test does not mean demeaning or doubting the credibility of other universities. It is just to discover the students’ ability to study the course of the master’s degree. It is a matter of formal academic acumen and

scientific civility which may be absent from their poor intellect and the unacademic culture of the college and university which they call it as 'Sudan University for Science and Technology.' Every respectable academic institution of which administrators know the value of knowledge, appreciate it, desire to maintain a high scientific standards and care for it is keen to subject applicants to eligibility test and this matter is not done away or discarded except by empty-minded people who cling on the ladder of knowledge while they do not know how to climb it, nevertheless, they may manage a university which does not possess more than its name on its external sign-board. The eligibility test for admitting students to the course of master's degree highlights the scientific and academic prestige and status of the university, shows the high realization of its teachers and academicians of the knowledge they hold and indicates the quality outputs which the university aspires to achieve. As I have said earlier, conducting an eligibility test for applicants who want to undergo the course of the master's degree does not mean doubting the educational outputs of other universities. The university which considers such a test as a sign of doubting the outputs of other universities is itself doubting the quality of its own outputs and it is not confident of what it produces. In other words, conducting an eligibility test for admitting students in various specializations does not mean doubting the quality of the educational outputs of other universities although doubting everything is a must in the Sudan of today; Sudan which is ruled by a group of hypocrites, stupid, ignorant and criminal military personnel. conducting an eligibility test for admitting students in various specializations is a matter of general academic monitoring that aims to maintain the high level of scientific standards and show the independent academic personality of the university. By doing so, the university controls, directly or indirectly, the quality of the academic outputs of other universities. Consequently, out of scientific jealousy, competitiveness and caution get established for, both, scientific and academic standards and care for the quality of the academic output and its scientific achievement is maintained. Moreover, the student, after his graduation from the course of the bachelor's degree, may forget what he studied due to health or psychological

reasons. Therefore, if the university is keen on producing quality education and not just admitting students to take fees from them and pour it in the pockets of pseudo-teachers and bankrupt administrators, organizing an eligibility test for those who apply to undergo master's degree course is important and rather crucial.

The vice-dean admitted my scientific ability to evaluate and rather tear to shreds any academic system within a short period, but he claimed that my language in the article offended him personally, therefor, he was nervous. I told him that my language has never targeted any specific person, by name, rather, it targeted those who are unqualified. My language addressed all teaching staffs on the basis of the Quranic verse which says, {and say to them an eloquent saying that addresses their inner being}. The unqualified person knows himself very well without being directly targeted by name. Thus, if he is nervous or feels that the article targeted him personally, it means that the tip of the stick has reached him because its lynching has reached the back of many unqualified people and therefore this paper will continue to pain their backs, scratch their false egos and burn out their carton degrees throughout their life.

Then, they suspended me from teaching. After some few days they summoned me before an investigation committee and then I appeared before an accounting committee. In these sessions, they have never brought a specialized person to refute the scientific and academic aspects which I discussed in my article. They were only claiming the presence of specialized scientific corridors which I was supposed to approach before publishing the article. Therefore, they were asking me the reason behind not presenting the matter within those scientific corridors. They were very much resentful because I doubted the qualification of teachers and published the article in Alrakoba; the communist platform! The major focus of the members of the investigation committee and accounting committee was on typical questions which reflect their lack of understanding of the contents of the article which expose the disgraceful reality of the academic condition within the university. In fact, the article presented a disgraceful academic reality which is masked with a false scientific mask. It exposed a deplorable academic condition which engulfs not only the College

of Languages and Translation, but also draws the attention of every reader to take a glimpse of what is going on in all other courses which are organized by the university under the name of education, but they are in fact only tools of eking material income and distributing fake certificates and degrees. From the pivots of their way of handling the sessions of investigation and accounting, it became very clear to me that they do not know anything about the academic and scientific aspects of that article and they were as if in a state of affairs which is characterized with labyrinth and confusion that is caused, mainly, by the absence of specialized academic and scientific intellect that made the university administration accept the disgraceful academic and scientific reality so as to run the scenes of its 'commercial' theater, cheat simple people and rob them by offering weak academic courses to those who want to acquire carton degrees and graduating holders of disfigured master's degrees. It also became clear to me that those who are in charge of university administration do not want to hear or understand truth which is said to them about scientific and academic reformation. I became certain of the correct decision which I had taken by publishing my article so as to slap the face of such people with truth. In publishing this article, I was putting in my mind the saying of Imam Ali pbuh which goes, "Allah does not punish the ignorant people for their ignorance, but punishes the people of knowledge for not knowing."

The investigation and accounting sessions made me realize that uttering truth is a formidable task. It is neither uttered nor borne by weak people; those who lack scientific honesty, those of false scientific dignity whose scientific qualification is defective or those who administer universities without knowing the basics of their scientific and academic responsibilities. I do not know the circumstances which accompanied their climbing to those positions which they do not deserve because they administer what they do not understand its essence and content and this is a tragedy from which many other universities also suffer. It seems that it is that type of climbing which does not know the meaning of scientific and academic courses and the methods of devising and implementing them which landed such ignorant people in the position of administering universities despite their humble

scientific achievement, consequently, they turned those universities into hotbed of mere material robbery and scientific banditry, treachery and plagiarism and thus they deprived universities from their scientific and academic roles which are necessary to the future of the country on the long run.

As far as publishing the article in Alrakoba and Sudanile, the true academician disseminates his thoughts through any free platform, whatever its political affiliation or direction may be, and Alrakoba and Sudanile are not Zionist media platforms, rather, they are Sudanese platforms. They publish a lot of articles that utter truth which can't be denied by anybody. Rather, they are better pronouncers of truth than the government media which is controlled by drummers who handle nonsense and marginal matters to decorate the ugly face of the criminal Islamist government and the disgrace that dominates all aspects of life. Alrakoba and Sudanile are better than the government media which blurs the consciousness and numbs people with misleading slogans to protect a ruling pharaonic and feudal hypocrisy that has sat on the chest of the country since the 1980s and consequently the country experienced all policies of making people ignorant, donkeys, mules and foolish.

As far as the issue of not presenting the matter in the so-called academic corridors of the university is concerned, through my reading of the disgraceful academic reality which I observed in the content of the course, its duration, the method of evaluation and the quality of universities outputs, I realized that there are no true academic or scientific corridors and this realization made me do not admit the existence of any true academic channels in that university and I do not think that they are existent in other universities in Sudan. The publication of this article proves the same because if there had been true academic and scientific bodies which hold true specialized and well-rooted knowledge that is capable of discussing such these scientific and academic matters and producing them correctly, the condition of English language would have not reached to that rock-bottom of degeneration. If there had been true academic and scientific bodies, such low-level holders of bachelor's degree would have not been admitted in the course of the master's degree in such large numbers so as to

subject them to the course with its short period, pale paper-titles, shaken contents and crooked as well as dishonest method of evaluation. Even if there were scientific and academic corridors in form, they would only be titles for those fake bodies without a true scientific content. It seems that they have been formed in the same way of forming the university administrators and teachers whose qualifications are questionable. They are managing the whole matter in an awkward and commercial way and this indicates the complete absence of scientific or academic mentality and the domination of a university administration that does not know the nature of its task. The prevailing conditions in these universities seem to be a product of the domination of rankers' mentality whose years of teaching or administration did not supplement them except with a true copy of their first year in the profession. It is also a product of the poor teaching staffs who fabricated their careerism researches and grabbed the academic and administrative positions though they were not qualified to occupy those positions. They started misleading the society and students by bending their tongues to conceal their scientific and methodological poverty in the specialization and hide their motive to satisfy their material greed which is their first goal and concern. Their main motive is to run after the revenues of the courses which have been fabricated to generate material income for them in order to fodder on it. Therefore, they neglected the scientific contents and the standard evaluation of the courses. They exploited the ignorance of students and their unruly desire to achieve a degree, in any way and at any cost. The opportunistic institutions, later on, employ those who bought their fake degrees so that they may be part of the chain of hypocrisy and lie which has been establish by the nasty Islamists in the society. Here, every sound person should ask questions which justify doubting the efficiency of many university teachers: What kind of researches have they written which enabled them to climb up and practice teaching or management at university level while they are incapable of setting a specialized studying course in a correct manner or discover the defects of the existing course and probing the points of weakness in it or in the students who are undergoing that course? Where are their scientific works which benefit high education and specialized libraries? Where are their

scientific and documented works which contribute in the improvement of the education system at various levels and in graduating true scientific outputs? We have to ask also: Where are the accumulated error analysis of students of bachelor's and master's degree which is derived from students' written performance and where are the remedial or official courses which have been formed according to those accumulative analysis which would have been useful to course designers and the whole system of teaching English language in Sudan? Do those fabricated researches have any effect on the reality of teaching English language in Sudan? I do not think so. Those fabricated researches are only abstract titles of repeated or plagiarized contents which have been selected to relate matters that aim to circumvent intellects, increase the deposit of pseudo-supervisors, crown scientific dodgers and intellectually bankrupt people as university teachers and enable pseudo-supervisors to climb the ladder of administration to administer universities and turn them into commercial booth and dens of manufacturing academic disgrace.

The matter which the bankrupt universities and their fake teaching staffs could not realize is that the task of improving the standards of English language in the school level falls not only upon the school teacher, but also upon the universities and their teachers; their qualified educational outputs in general and specialized, scientific and academic research in particular. Universities claim that they are graduating English language specialists who hold bachelor, master and Ph.D. degrees, but some holders of those 'degrees' teach at the school level while the annual percentage of the pass in English language is disgraceful and therefore it is beautified, decorated and upgraded to hide the disgrace that emanates from it. Those who are in charge of evaluating students' performance in English language exams should be asked how is that percentage of pass knitted, weaved and produced?! Did not they inherit that knitting and weaving behavior from the defective university system which they have undergone? Moreover, the university teaches a paper titled 'discourse analysis' to master students whereas the majority of them can't write English correctly. How are such poor learners taught a paper with such a grand title; 'discourse analysis' and ask them to learn how

to analyze a discourse while they can't form a single sentence correctly? How was the feeling of the teacher who taught them? Did he feel that they are, really, capable to analyze a discourse or he himself doesn't know?! If he felt that they are not capable of analyzing a discourse because they can't write, correctly, in English language, nevertheless, he completed for them the semester and accomplished his 'evaluation' of their performance, then he exhausted himself and wasted the time of students and the university unless his motive was to get financial benefit from completing the course so as to fodder on it! If the teacher could not deduct the fact that the majority of students of the course of master's degree in English can't write a single sentence in English correctly, nevertheless, he continued to teach, it means that the teacher himself is a victim of his own education and graduation system to which he had been subjected and he does not know the meaning of what he is doing, therefore, universities, if they were really universities, shall verify the academic qualification of such a teacher and his ability to practice teaching. Teachers who do not make error analysis as part of the evaluation of the learner's performance, are ignorant of their own specialization and they are incapable of improving upon the whole system because on the basis of that error analysis, teaching courses development and improvement, at all levels of education, are carried out. The paper titled 'discourse analysis' is a branch in 'linguistics' which includes branches such as error analysis, contrastive analysis, transformational and generative grammar, etc. The clear proof that such teachers are ignorant of the content of courses and their branches is that they made 'discourse analysis' a paper after they separated it from 'applied linguistics' and then they made the latter, with all its other branches, a separate paper! This is a clear indication of the hollowness of the skulls of those who are in charge of designing learning courses, their teaching and their development, nevertheless, they claim that there are scientific and academic corridors in the university and blame me for not presenting the matter before those 'scientific and academic corridors in the university' before publishing it. This disgraceful reality is, also, applicable to the courses of the bachelor's degree in universities, therefore, students who come to the course of the

master's degree are incapable of writing correctly, nevertheless, many of them are already teachers and practicing teaching at school level! What such a teacher will give to his students at the school level except poverty of performance and impotence of the outcomes? In this regard, we have to remember, again, the saying that goes, "Who does not possess, can't give"!

As a mercy on the pseudo-teachers and to give first-aid to them and relief them from their shallow academic condition, I tell them that the student of the first-year bachelor's degree of English shall be subjected to the teaching of functional grammar; it is about forty-five lessons. A part of master's degree journey can be employed to complete functional grammar with its relevant drills so that the university student may learn writing correct sentences, transfer this skill to the students at the school level and become capable of dealing with the course of the paper in the master's degree course which is called 'discourse analysis.' In this regard, teachers and students may take help of my book titled '**Grammar of English: Explanation, Rule and Drills.**' In the first year of the course of the bachelor's degree, students should be detached from major literary studies such as novels and dramas because they are elaborate and may be abstract and difficult to many students who are beginners; in a situation where English is a foreign language. In their first year, students need short, authentic and enjoyable material such as selections from articles, prose, short stories, short poems and one-act plays along with simple definitions of literature and literary criticism so that they may remove the psychological barrier between them and enjoyable reading comprehension, enjoy what they read and react to it and thus, through simple material, they linguistically flourish in their first year and move on to the second year with an open and confident liability to deal with this foreign specialization with all its linguistic and critical challenges and dimensions. This is a recommendation that can be implemented in countries which are similar to Sudan; where English is a foreign language. If the university education is serious and desires to give knowledge to students, it has to discard the semester system and replace it with the complete academic year which is based on two terms provided that the academic year shall not be less than ten months and the bachelor's degree student

should study for complete four years and the master's degree student must study for complete two years without any research of the partial fulfilment of the requirements for the master's degree because writing such a research of thirty pages, forty pages or even more than that, in a mechanic way, after raiding internet pages and alternating stolen or plagiarized contents to fabricate a writ-up which is called 'research' is not a true sign of their ability to write researches nor does it a proof of the incubation of an specialized depth in the intellect of such outputs of the master's degree courses. In the past, the period of the course of the master's degree was two years and the research of the partial fulfilment of the requirements for the master's degree was not less than one hundred twenty pages. It was handling an issue which had not been handled before. The student used to prove the authenticity of the research through a certificate from the libraries of the universities and research centers. This is more important wherever old researches are thrown, without any monitoring, on the counters of the libraries. Does the university make this a condition now and demands from the student such a certificate when he submits his research to achieve the master's degree? Is the supervisor acquainted with the related previous researches and books which enable him to discover the cutting, pasting and plagiarism operations? I do not think that these scientific traditions are still existing because if they had been existing, they would have removed many so-called 'Doctors', from the circle of supervising over researches! Authorities in high education should adopt such measures if they are keen on reforming the academic standards in high education.

Through what I observed in the sessions of the investigation and accounting committees which they have formed to punish me and the consequent dismissing me from teaching, I realized that those who are in charge of administering universities do not want to listen to criticism or other any other opinion about the defects which are exiting in the academic, scientific and evaluative system of the university. The accounting committee charged me that by publishing the article, I have violated the articles No.: (40D and w) and (41D) of what they call it the by-law of the National Civil Service for the year 2007. I asked them: "If I

had violated those articles or their by-laws by publishing that academic paper in Alrakoba or Sudanile, are there any articles or by-laws which protect the scientific, academic and evaluative standards in the university and make those who violate them accountable for that?" I told them that one of my colleagues said to me that, according to his own evaluative parameters, he had given 50% as a minimum score for each student. In other words, all students are 'passed' and he does not have a single failure!! When I asked him about the reason behind doing so, he said to me that he does not want to organize a backlog test! Imagine, only because he does not want to organize a backlog test, he passed all students of the master's degree in English language! Can't we call this behavior a 'false testimony', absence of scientific honesty and a cheap running after fodder? Is not that unacademic behavior nothing but a hungry running after courses so as to implement them in that disgraceful way which is based on passing who does not deserve to be passed and avoiding to organize backlog tests so as to get fodder from more courses? Is it possible that such a teacher is a holder of a useful knowledge and capable of transmitting it with the honesty of the responsible scholar? How can we, now, ascertain that the holder of the master's degree has controlled over his specialization since there are such pseudo-teachers who forge the passing of students just because they do not want to organize a backlog test for the failure students? How does an unqualified person hold a master's degree in the specialization? Since the depth of history, the field of real knowledge had always remained confined only to intellectually capable people. It remained far away from bargainers and half-intellect people. Only genius people were patient to acquire, transmit and disseminate knowledge and not the so-called doctors or holders of fake master's degrees who procured degrees from an environment which is deprived of true knowledge or honest and standard monitoring of the process of acquiring knowledge. It is an environment which is controlled by pseudo-teachers who qualify students in the same way they had been qualified. Thus, it seems that passing every student, whether he deserves to be passed or not, is the dominant culture of evaluating students who undergo English language courses in the departments of English language

in Sudanese universities. We do not know how the situation is in other departments of universities, but it seems that the same ill-culture is dominating the entire system. This is the reason behind the disgrace which dominates the standard of English language in Sudan. Some of those who are in charge of the educational affairs are lamenting the disgraceful standard of English language in Sudan, but they do not know the miserable and disgraceful situation which dominates the colleges, departments and sections which call themselves 'colleges, departments and sections of languages...'. They do not know the miserable and disgraceful situation which dominates the universities which, falsely, call themselves universities for 'science and technology'! How do they deserve these titles while they deprive students from the true scientific dimensions of the specialization and pass them in exams so as to avoid organizing backlog exam? If there are some Arab countries which depend on such educational outputs, they are in fact depending on a disgrace that would not add to them any real thing except disgrace because such educational outputs will accomplish their academic tasks in the same way they used to accomplish it in their own countries. Consequently, even in those countries such expatriate teachers will produce nothing except disgrace and deplorability, but the one-eyed is a king in the country of the blind people and, again we say, 'who doesn't have, can't give'! There is no power, but from God; the Highest, the Greatest!

After they had terminated my services in the university, I received the letter of 'service termination.' When I asked for a certificate for the period of the service, they mentioned the term 'dismissing' in its text and not 'termination of service' and what a big difference between the two meanings although the letter I had received terminated my service! Somebody advised me to raise the matter to ministry of high education, however, I said to him that if the ministry of high education had been, properly, discharging its scientific, academic and administrative task, my paper would have not been written or published at all. The ministry of high education itself has a share in the disgrace which is dominating the educational system as a whole and therefore the qualifications and the extent of straightforwardness of those who are in charge of that dirty den must be revised. If there had been a true ministry of high

education, why did not it move when the paper was published? Why did not it move to verify the scientific and academic standards and ascertain the credibility of what I had said in the published paper? Although my aim behind applying for that certificate of the period of my service in the university was to document the stages of my scientific and professional career and it was not for experience in itself, nevertheless, if I desire to apply for a job of teaching abroad, I will explain the reason behind dismissing me from teaching job in the so-called SUST. I will attach the published article with the experience certificate, the certificate of terminating my services and the certificates of my academic qualifications, at then, I will see who would be, really, harmed from this! Who will be the true loser? If I had been very keen on procuring an experience certificate, in its meaning which they mean, I would have kept silent, remained with them for two to three years, passed empty-skull students and procured an experience certificate as half-qualified teachers get it! However, I do not count on getting experience certificate from them because such a teaching environment does not build up true experience, rather, it builds only the experience of forging truth and keeping silent before the false and I am not from that type of people who accept this. In the environment of marketing scientific degrees, truthfulness becomes lie and lie becomes truthfulness. In such a disgraceful environment, nobody who, truly, values the knowledge which he holds and likes to disseminate it in a way that pleases Allah; the Almighty, will be able to continue nor will true teacher grow, professionally or scientifically or give a true knowledge to others. It is a polluted academic environment. How can a true academician, professionally, grow, spread knowledge or build up useful experience in, academically, defective environment where theatrical courses, which are modelled on ranker courses and climbers of university teaching, are carried out? Such people do not know how to devise specialized courses with their standard period, teaching and evaluation. They are good only in passing students because they do not want to retest them!

It is important to mention here that the investigation and accounting committees could not refute what I have mentioned in the article about the defects which I had discovered in their system

after only a short period of my recruitment, rather, their major argument was only about why I have not presented the issue before their alleged ‘scientific’ or ‘academic’ ‘corridors’ which do not have true existence at all. In fact, I was not sorry for getting dismissed from my teaching job because since I have started writing the article, I was certain that its publication will lead to terminate my services. Sacking and expelling is the behavior of the commercial institutions which do not care except for the material and theatrical side of their activities. They detach whoever is concerned with the proper moral and standard sides of the activity. Such institutions expel whoever hinders their commercial and marketing activity or become an obstacle in the process of foddering from these commercial activities. If they follow the proper standardized aspects of the activity, the commercial gains of those shopping, fencing and foddering circles may get reduced, therefor, whoever criticizes them or tries to reform the situation can’t live among them. True reformers in Sudan suffer from locust swarms of hypocrite Islamists and the stupid and drugged; holders of military ranks on their shoulders, who control all aspects of life and face the green and good ideas with nibbling, extermination and removal that lead to moral and intellectual desertification of the entire intellectual landscape of Sudan. Such an environment is dominated with corruption, cheating, misleading, blurring awareness and eating people’s money unjustly. It is an environment which is controlled by pseudo-holders of knowledge who want to eke out some income and fodder from the ailing system so as to consolidate a state of donkeying; making of ignorance and fighting intellects so that their outputs may align with the robbing agenda of the stupid regimes which, on their turn, secure for them a fodder that is polluted with cheating and fraud and employ the same in the programs of ignorance-making, knitting of fooling, underestimating and destroying intellects and robbing nations after misleading people with false, liar and hypocrite slogans. The grim reality in high education as a whole is the natural consequence of unplanned expansion in higher education which has been accomplished to serve a political propaganda and commercial gaining only, therefore, high education lost control over itself and strayed far away. In my book

titled, “**Sudanese Educational Issues: An Ideological Perspective, 2001**”, I have already warned against the repercussions of unplanned expansion of education. I handled also the domination of a poor type of teaching staffs in universities. I discussed the matter also in a paper titled “Courses and Methods of Teaching/Learning English language in Sudan: An Evaluation and Critical Perspective” which I had sent to the national conference on education in 2012. Its distinct scientific content has been hailed by the late Dr. Al Mo’tasim Abdelraheem who said that they have not received any paper which matches the scientific weight of my paper, but he complained about its stinging language and requested me to neutralize that stinging language and send a modified version of the paper. I have reduced the doses of back-lynching and sent another copy as required, but nobody invited me to that conference. This indicates that they do not want to see the face of a person who utters bare truth. Later on, within four months of my teaching task in the so-called ‘Sudan University of Science and Technology’ I became certain of the disgraceful academic conditions in the above-mentioned university in general and other universities in particular. I am certain that during the four months which I worked in the so-called ‘Sudan University of Science and Technology’, I was keen on not to be part of the cheating, liar and foddering environment in high education. I discovered the grim reality, spoke out the truth and accomplished the duty of giving testimony that seeks the consent of Allah; the Almighty. I was knowing the repercussions of such an act, but it was inevitable to convey the truth and I am certain of the fact that livelihood is from Allah; the Almighty. In fact, I was tested by Allah; the Almighty, with a teaching post in ‘SUST’ so that He knows the extent of my adhering to the scientific principles which I had nursed and published in my books before. By the grace of Allah; the Almighty, I refused to be like those who were targeted by the Quranic verse which addresses them by saying, {Why do you say what you do not do?} If I had kept silent about that disgraceful educational situation, I would have run my life in the way those ‘fodder seekers at the margin of knowledge’ and those sitting in the administering chair of that disgraceful academic situation do so as to devour part of the cake of the fees which are pulled out of the

pockets of those who are admitted in the defective courses of the master's degree and bachelor's degrees which fabricate titles such as 'Bachelor of Private Expense', 'Parallel Bachelor', 'Bachelor by Affiliation', etc. I do not know how they devise their courses and how they accomplish them, but the content of this paper exposes the whole grim reality in such those universities. Remaining silent before such a disgraceful academic situation is a betrayal to Allah; the Almighty, to knowledge, nation, to scientific integrity and a breach of my oath to Allah; the Almighty, not to be an assistant to criminals. If I had kept silent before that disgraceful academic situation, I would have been one of those who are addressed by question of the Quranic verse which says, {Why do you say what you do not do?} and thus I would have been detested by Allah; the Almighty, I seek refuge in Allah; the Almighty. How do I say what I do not do while I am seeing the horrible consequences of the dimensions of the historical pledge-breaking on the genuine religion of Islam by those who, hypocritically, continued to hoist false slogans, betrayed people and became the true inheritors of the historical deviation that had taken place after the martyrdom of the prophet; pbuh and his progeny? How do I say what I do not do while I am seeing the glorifiers of the founders of that deviation which is, till today, influencing the majority, exploiting their ignorance of truth and leading them to the bunkers of manufacturing ignorance, misleading and deviation? Therefore, I became loyal to truth, the people of truth and the method of truth. I adhered to honesty and the method of the people of honesty, avoided lie and overrun that disgraceful situation with my article so that it may be a stone thrown in the stagnant water. I express my sorrow for the fate of the students whose situation is like that of orphans; a situation in which they face conflict between searching for a true knowledge which is not available and the desire to procure a degree in return for the fees which they had paid. However, they do not have another option except accepting that grim reality without any questioning and opt for a degree that is easy to procure in return for the fees which they had paid. I do not know the fate of the result of the exam which I administered to them and handed it over to the university and what the college and university administrators have done with it! How many students

have been passed and how many of them remained failures? Have all of them been passed? If all of them have been passed, on which basis or parameters has the university depended to pass them?! Did the person who has been given the task of decorating the face of their retarded performance depend on the critical language of the students, which was not existing, and slapped the ability to write correctly with the wall? Is there, really, any critical language in the writings of the students in the answer papers? As I have seen, their critical answers were in the form of a childish and naïve re-narration of the text of the course. If the person who has been given the task of decorating the face of their retarded performance depended only on the critical language to pass them and neglected the correctness of the language, it will be a disaster and a sign of a disgrace in the forefront of the university education in Sudan because the person who is specialized in English language must be capable of writing English sentence, correctly, as this is the essence of the aim of the course of bachelor's degree not to mention the course of the master's degree which, whoever completed it, must not only be in control of English language, but also be creative in his phrasing, expressing and analyzing through it. Moreover, what were the titles of the papers of the second semester in literature and linguistics courses? What was the result of the re-evaluation of the performance of the student who requested to re-evaluate his/her performance in the paper titled 'linguistic analysis' and how was it done? On which parameter did the evaluator depend? Time will expose this also for whoever wants to review the situation and ascertain non-existence of any violations in the academic standards because students themselves do not keep silent!! Thus, knowledge in such an environment is like a mirage which the student thinks of it as true knowledge, but when he comes to it, he finds it nothing, but a mirage which is marketed by ignorant teachers who market certificates in return for the paid fees. In such a disgraceful situation, reformation does not take place quickly, specially, if ignorance was controlling and it was keen on protecting the manufacturing of stupidity, eking out income from such a situation and aspiring that this disgraceful situation should continue as it is so as to achieve narrow instant motives, but they do not know the destructive repercussions of that

unacademic behavior on the society on the long run. In such a disgraceful, corrupt and corrupting academic condition, there will be defenders and guardians at influential positions to protect and defend it against any attempt to criticize it, question it or reform it. Their motive is to misguide and mislead the people and make them believe that everything is going well and in a standard and acceptable way. This is a cheating to the whole nation and the future generation. It will, definitely, lead to tragic situations and permanent ruin which is difficult to repair later on. Thus, treatment of such a disgraceful and tragic academic reality needs a surgery without anesthesia! A painful surgery which turns the table on the heads of those stupid people who run and protect the system of misleading and ignorance-manufacturing; the system of marketing scientific degrees in Sudanese universities, eking out from it, foddering ‘and booing’ on it without giving any attention to the fact that they are disseminating ignorance and manufacturing the backwardness of the entire nation; a backwardness that strikes its roots deep in the society and to the extent that it becomes difficult to eradicate it later on.

As part of the necessary surgery, I call upon the true holders of specialized knowledge in all fields and those true academicians who are working in the high education system to write, critically, about the miserable academic situation and expose it without any fear or hesitation because true knowledge explains truth, enlightens people and puts the foundation for future reform. There is no power that can ban scientific, critical and reforming handling of matters by those who want to utter truth and exculpate themselves in front of Allah; the Almighty, and people, too. True scholars should migrate to Allah; the Almighty, by the saying that stands firm and transcends party-belongingness and narrow political affiliations. They should get rid of cheap foddering, illicit ways of eking out income, concealing truth and supporting the unjust at the cost of truth and the future interests of the nation. They have to rebel, through critical and reforming knowledge, against corrupt systems whether they were cultural, economic, social, academic, political or ideological so as to serve the nation which remained behind for a long time as a result of the ignorant and idiot ruling systems.

*From Allah; the Almighty, we seek help
May Allah pray upon our master Mohammed and his purged progeny*

- This is a modified and translated copy of the article which was published in Alrakoba and Sudanile on 19/3/2014. An edited copy of article titled “The Repercussions of Publishing the Article” was attached to the article so that the picture may be complete to the reader.

Error-Analysis: A Sudanese Case Study

As we have seen in the previous chapter, I have worked as an associate professor in 'Sudan University of Science and Technology' in the 'College of Languages and Translation.' I have been given the task of teaching the paper titled 'English Literature and Literary Criticism' to students of the course of M. A. English language.

When I started my duty, I found the 'College of Languages and Translation' in a chaotic condition. In fact, there was a domination of what can be termed as a 'pseudo-teaching/learning situation' in which the main motive of the teaching staff and their university was to collect fees from those who are cueing in the line of getting degrees. The fees were, then, distributed among the stakeholders; corrupt authorities of higher education and the remaining crumbs of the fees were given, as humble salaries, to teachers who are, mostly, half-qualified and shamelessly indulge in organizing theatrical courses, down-grade the educational standards, cheat the society and distribute fake degrees in order to continue generating some fodder for themselves and their families.

I worked for one semester only. I started by devising the course of literature and literary criticism and teaching students. At the end of the semester, I tested them. To my shock, not a single student passed in the test. In fact, the test exposed a grim academic situation that exists in high education in Sudan. As I have mentioned earlier, I published an article which describes the deplorable academic situation in high education in Sudan. The university authority did not react to the poverty of students in English language or to the theatrical courses which are devised by teachers for commercial purposes, but they reacted, strongly, against the article which exposed that theatrical educational performance. Consequently, I was dismissed from my job because I exposed the organized process of marketing certificate and degrees in Sudanese universities.

As far as the students' performance is concerned, I found that most of the students who were undergoing the course of M. A. English, do not deserve even the previous Degree; the B. A., which

they have been given by pseudo-universities after undergoing theatrical courses of English language in those universities which do not possess more than the sign-boards which are hanged on their main gates. This shows that universities do not give any knowledge except a kind of filthy socialization which is crowned, at the end, by the distribution of cartons to empty-skull 'graduates.'

The results of the students' performance in the examination indicate that they have never been guided, properly, in the process of learning English language, rather, they have been dealt with by pseudo-teachers whose main concern is to graduate people who do not know anything about their own specializations. In other words, the students completed the previous degree without being taught or evaluated properly. This shows that the so-called teachers were not giving any consideration to any academic standard because they themselves were not only unqualified, but also do not know anything about what they are supposed to do. Then, the saying that goes, "Who does not have can't give" is supposed to be curved on medals and hanged on the forefront of the faces of such teachers. It should also be written besides the signboards and hanged on the gates of universities because if handicapped teachers and bankrupt universities had possessed any scientific contents, they would have not produced such empty-skull educational outputs that hold a B. A. degree in English language though they do not know the basics of English language or its literature. In fact, I found that the students have never studied good selections from British or American literature. They have never gone through Commonwealth literature or literature in English language. They had never heard about famous artists like Chaucer, Pope, Byron, Donne, Marvel, Gray, Shelly, Keats, W. W. Sword, Goldsmith, George Eliot, Daniel Defoe and other major pillars of English literature in different centuries. They have never heard about Kamala Das, Nissim Ezekiel or Rama Mehta. They have not been taught the basics of English grammar. They came out of the course of the bachelor's degree without any achievement at all. Therefore, the causes behind their linguistic weakness and intellectual poverty are very clear. The following error-analysis will prove that the above argument. It will expose the fact that, at the bachelor's degree level, they have been dealt with by academically and

intellectually poor teachers; those who have been appointed as teachers without referring to their true academic achievements. In this regard, we have already seen, in the first chapter, the day-time plagiarist who, at the end, got a Ph.D. degree and started teaching student. Similarly, many unqualified teachers who teach at the university level have been upgraded, haphazardly, up to the professorship level though they do not deserve even the bachelor's degree they hold. Therefore, students are granted bachelor's degrees without a content; just carton degrees that are not good in anything more than decorating the living-halls in their homes. Later on, they are admitted to courses of master's degree in English language just because they have paid a handsome amount of fees that would generate fodder to corrupt university administrators and academically poor teachers. Therefore, one can imagine the extent of the backwardness and poverty of the high education system in Sudan. It is this kind of shallow educational system which produces mentally retarded rulers, administrators and teachers which, at the end, contributed to the destruction and demolition of the country as we see now. What is going on in Sudan now, is the natural result of the accumulation of a retarded system of education which produces, mostly, mentally retarded people who are good for nothing.

The writer, for almost two decades, has always been suspecting the educational out-puts and criticizing the educational system in Sudan. He wrote a lot about education and English language teaching in Sudan. However, it is only after working in the university as a teacher and administering an examination to students of M. A. English that he found the tangible evidence which confirms what he had been saying about education and English language teaching/learning throughout the past two decades.

This test paper exposed the miserable academic condition of the so-called 'College of Languages and Translation' in the so-called 'Sudan University of Science and Technology.' The results of the test exposed a deplorable situation which is a microcosm of the miserable standard of the whole high education in Sudan. The error analysis of the 'performance' of the students who were undergoing a course of the master's degree in English provided

tangible evidence of the miserable academic condition in Sudanese universities. It revealed the chronic problems from which Sudan is suffering under the rule of the un-educated, stupid, moron and murderer military Juntas; sons-of-whores, who are supported by the dirty and nasty beard-hangers; the hypocrite Islamists; Ikhwan Muslimeen, whose main concerns are to fill up their loose and nasty bellies and marry many women.

The type of errors committed by those who want to be called 'specialized' in 'linguistics' or 'English literature', and some of them are, unfortunately, teachers of English language at lower levels of education and even at college levels, indicates that students at, both, the school and college levels are entrusted to unqualified teachers, weak courses and unreliable evaluation system that pass empty-skull people and allow them to discharge strategic tasks in the country. This sad state of affairs is dominating the educational environment because stupid educational authorities could not realize that "who does not have, can't give." They could not realize that the policy of allowing everyone stupid to jump and ride on any saddle will not work in the field of education.

The results of the test indicated that, even at the specialized level, students had neither been taught properly nor had they been evaluated fairly. They are just passed off and given an academic degree which they do not actually deserve. In fact, they got a degree without a substance, therefore, they come to the course of the master's degree without any qualification. If this is the academic situation at the level of the course of M. A. English, then how the academic conditions at the school level would be! I can assume that no learning, at all, is taking place in the whole educational system and certificates and degrees are being distributed, haphazardly, by a failure educational system, to empty-minded people; seekers of fake-degrees.

In such an ailing educational system, it is natural that every mentally lazy person would get a university degree since the teachers who taught them did not know how teach or how to evaluate the performance of their students. In fact, the miserable academic situation, that dominates the campuses of the universities, tells us that even the teachers themselves need a comprehensive course of study which requalifies them. Therefore,

I wrote this book to open the educational system and teachers to what they need and make them aware of what they are supposed to be aware of. I have included a chapter about error analysis and then I handled the errors of their own students so that to put departments of English, colleges of education and teachers before the reality which they do not want to face.

The aim behind this analysis is not to count errors committed by students. Errors, whatever their density may be, are not a blemish, but they are indication of the existence of a problem which must be tackled. The analysis shows that there is no learning that took place after more than ten years of studying English language because, it is clear that, learners have never experienced any standard process of teaching or learning. Committing errors while learning a foreign language does not mean that there is no hope to learn the target language, but the disaster is that a student of the course of M. A. English language commits errors which are similar to those errors committed by beginners of learning English language at the initial years of schooling.

In the process of learning English language, it is natural that a learner, in a foreign teaching/learning situation like Sudan, faces many difficulties in learning this foreign language in general and its grammar in particular. However, the Sudanese learner of English language is in a more unfortunate position than, for example, the German, the French, the Italian or any other European learner of English because, for the Sudanese learner, English is a foreign language in every sense of the term. It is foreign in script, in writing direction, in origin and in tradition; whether in written or verbal. Therefore, committing errors in English language are very common in the writing of the Sudanese learners at all levels, but it is a sign of a serious defect if errors become part and parcel of those who claim to be at the verge of being specialized in English language. It is a fact that even many holders of higher degrees in English language in Sudan commit errors while dealing with various skills of English language, particularly, writing skill because their foundation was not good and they, later on, underwent hectic and theatrical courses at the graduation and post-graduation levels. Generally, students commit frequent errors in their valiant attempts to write in English

language to such an extent that their performance reminds us of the well-known proverb that says, 'Man is the statue of mistakes.' In this regard, even students who undergo a course of master's degree in English language are no exception.

Before handling the errors committed by students who were doing the course of the master's degree in English, it would not be out of place, here, to give a detailed discussion about contrastive approach and error analysis as they are important for every specialized teacher, at both, the school and university levels. Teachers must be acquainted with these two aspects as they help them to know the nature of errors and the philosophy behind understanding and analyzing errors. In other words, every teacher should be acquainted with contrastive approach and error analysis so that he may, scientifically, perceive the task which he is discharging and does not consider it as just a matter of entering into the class for forty-five minutes to get 'fodder' for himself and his family. In a previous publication, I have written about contrastive analysis and error analysis, but it was in the form of a short explanation of these two aspects. In this book, my aim is to give a detailed discussion about the concept of contrastive approach, error and error analysis so that they may enrich teachers' knowledge about contrastive approach and error analysis, enable them know how to evaluate the performance of their students, help the course designers to improve upon the learning course and make teachers and course designers work together to take out the standard of English language in Sudan from the bottom of the ditch in which it rests now.

Human beings are not, like other animals, deprived entirely from the potentialities of learning another language even after they learn their own mother tongue. They are endowed to acquire their mother tongues and learn more than one language. Palmer, H. E., (1965), says, "we are all endowed by nature with capacity for assimilating language and this capacity remained available to us in a latent state after the acquisition of a primary language." In the case of the mother-tongue, it will be a natural process of acquiring and assimilation, but when it comes to a foreign language, it will be in the form of learning and in the process of learning it, committing errors, in speech and writing, is a natural phenomenon.

Traditionally, errors were not welcomed by teaching circles. They exerted all efforts to prevent the occurrence of errors. However, such efforts failed and errors continued to occur. In other words, due to the persistent presence of errors in language learning process there was a shift in pedagogy from preventing errors to learning from errors. In other words, the persistence of the occurrence of error has urged the linguists to search for the root causes of errors and find ways to eradicate them and prevent their occurrence. Consequently, contrastive analysis was initiated. Then it was followed by error analysis. It means that there are two different approaches to deal with some aspects of the difficulties related to language learning process. They are contrastive approach and error analysis. Both are complementary to each other and help teachers and course designers in delivering their tasks effectively.

Contrastive Approach

Due to the progress in linguistics, studies in the field of ELT provided many new areas of study. One of these areas was the insight which was made by linguistics in the form of contrasting between two languages. Linguistically, the term ‘contrast’ implies a distinctive difference among linguistic units. It helps in distinguishing the meaning in a language and the difficult points which confront the learners. It is used to compare two or more systems of languages. In this case, ‘contrast’ can be, generally, defined as a systematic process of comparing the linguistic systems of two or more languages. There are many definitions of the term ‘contrastive analysis’, however, we will present here, only, two definitions. Lado, R., (1957), defines contrastive analysis in the following words: “Contrastive Analysis is a branch of linguistics whose duty is to contrast synchronically two language structures in such a way that similarities and dissimilarities can be revealed.” According to Mair, C., (2018), contrastive analysis refers to “a theoretically grounded, systematic and synchronic comparison of usually two languages, or at most no more than a small number of languages.”

As far as the history of contrastive analysis is concerned, as early as 1945, Fries, C. C., pleaded for a scientific description of the native language of the learners. Then, Fries, C. C., (1960),

called for comparing the target language with the native language by saying, "The most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learners."

The comparative study of the source language and the target language has been attempted so as to carry out a complete analysis of the two languages and see what the causes of difficulties are. Weinreich, U., (1953), claimed that the more different the two languages are, the greater difficulties would be found in the process of learning the target language. He considered that the interference is a result of the negative transfer. Consequently, terms like 'interference', 'inter-lingual' and 'intra-lingual', etc. came into existence. 'Inter-lingual' deals with comparison between two languages or contrastive study of two or more languages while 'intra-lingual' deals with the comparison between two varieties of the same language.

The works of Weinreich, U., (1953) and Lado, R., (1957) are considered to be the pioneering works in the area of contrastive analysis. Contrastive analysis studies fruited into the initiation of an exhaustive bulk of contrastive analysis. It became a culture in the process of teaching the target language. It was believed that the good language teacher compares and distinguishes between the language which he teaches and that of his students so as to discover the causes of errors and make students avoid them. Thus, discovering learning difficulties that are ingrained in the difference between languages and finding out the potential or actual causes errors became the corner stone of contrastive analysis studies.

Lado, R., (1957), in his book, 'Linguistics Across Culture' which made a tangible revolution in the process of teaching/learning process, says that the teacher who makes a comparison of the target language with the mother tongue of the learner will know what the real learning problems are and therefore he improves his teaching performance. Hence, the difficulties in learning should be given more attention so as to avoid them in future. Moreover, problems which the learner encounters should be predicted so as to avoid them.

It means that the proponents of contrastive analysis claimed that the discovery of similarities and differences between the mother tongue of the learner and the target language may help in, both, teaching and learning the target language. Thus, they considered that some measures of a contrastive knowledge about the mother tongue of the learner and the target language are important. Some scholars thought that there are situations in which the knowledge of the mother tongue can prove to be of a great asset in target language learning. Lado, R., (1957), says that if the expression, content, and associations are, functionally, the same in the mother tongue of the learner and the target language, there would be a maximum facilitation in learning. He goes to the extent of saying, "Actually, no learning takes place since the student already knows the unit or pattern and merely transfers it." Lado, R., (1971), expanded the idea of transfer and that of 'interference' by saying, "Transfer is either positive or negative. Languages would lead to cases of positive transfer which would facilitate learning, while different areas would lead to negative transfer or interference with the target language which would result into errors having their origin in the source language." The result of interference in the learning of the target language from the habits of the mother tongue is predictable and not avoidable.

The studies which contrastive analysis gave, made many linguists accept the idea of learners committing errors. They found that errors provide a source of understanding the process of learning itself and the difficulties the learners face. Those linguists believe that since there are problems during the acquisition of the mother tongue then it is natural that the learners face problems in the process of second and foreign language learning. This is one of the fruits of the dawn of contrastive analysis which have been praised by many scholars. Comparative study or analysis involves analyzing and classifying the data for formulating an explanatory hypothesis. Thus, explanatory power has been the ultimate goal of contrastive studies which conducted researches in the fields of phonology, morphology, syntax, semantics, lexis, etc.

Modern contrastive linguistics has many merits. It contributed a lot to explaining many aspects of language learning. It successfully, predicted some areas of difficulties related to

second/foreign language learning process. It generated predictions based on comparisons of the mother-tongue and the target language. Varma, S. K. and Krishnaswamy, N., (1989), have enumerated several theoretical assumptions about Contrastive Analysis which reflect its advantages. They are as follows:

- Contrastive linguistic analysis is a predictive technique. A study of the structure of two or more languages may predict the areas of difficulty for the learners.
- Contrastive Analysis helps to compare two languages item-vs-item at all levels of their structure.
- Contrastive Analysis helps to analyze both the recipient and donor languages in borrowing situations.
- Contrastive studies not only assist language teaching, but also help in discovering a common linguistic category for all languages (Languages universals), in studying the problems that arise out of translation, and in discovering and studying different language types etc...
- Contrastive Analysis conveys insights into the similarities and differences between the two languages compared. By insight it may be assumed that contrastive analysis involves some kind of explanatory power.

Despite the praising which contrastive linguistics had received, the linguists found that it produced only minute descriptions and details about the language compared, but the descriptions and details which it had produced were of little use to the learner and the teacher of the target language. Consequently, many linguistic circles felt that contrastive analysis seems to be inadequate to offer an exhaustive, valid and practical explanation for many aspects of language teaching/learning. They claimed that not all errors or mistakes committed by the learner of the target language can be attributed to the influence of the mother tongue and not all the problems the learner encounters in learning the target language are predictable. They reached to a conclusion which made them accept the fact that any two compared languages are bound to have linguistic some differences and similarities. Some aspects of similarity may facilitate learning process, but this does not mean that all differences between the two languages are bound to pose difficulties in learning.

For example, Tomasz, P. K., (1990), says, "the contrastive studies of similarities between the native (source) language and the foreign (target) language suffered from the limitation of restricting errors caused by inter-lingual interference. It has also considered, only, the study of competence." That is why Tomasz, P. K., (1990), considered that contrastive analysis contributed to language teaching/learning "in a more or less intuitive way." Therefore, the errors which learners commonly make may not necessarily be the same errors which have been predicted by contrastive analysis. Dulay, H., et. al, (1982), say that learners' errors do not necessarily arise out of the influence of the mother tongue, but it may be a manifestation of a case that is similar to the child's errors while learning his own mother tongue to establish his own way in the process of learning his mother-tongue language system. They go on to say, "the majority of the grammatical errors second language learners make do not reflect the learner's mother tongue but are very much like those young children make as they learn a first language. Researchers have found that like L1 learners' errors, most of the errors L2 learners make indicate they are gradually building an L2 rule system." Moreover, many language learners make errors not only because the mother-tongue has interfered in the process of learning, but due to different linguistic backgrounds. Richards, J. C., (1971), Selinker, L. and Lamendella, J. T., (1978), also have pointed out that many of the errors made by language learners were not due to the structure of native language, but they may be a result of interference of the internalized set of rules which constitutes their system or inter-language. This brings to the forefront the shortcomings of the contrastive analysis and its inability to solve all problems related to language teaching/learning.

The linguistic circles realized that it is not always possible to make an exhaustive comparison between the mother tongue and the target language. For instance, in a society which speaks Arabic language; where English is taught as a foreign language, a limited measure of contrastive analysis in the form of a limited syntactical comparison between Arabic language and English language may be useful. It is not even necessary to make an exhaustive comparative study between the two languages because if Arabic is

exhaustively compared with English, it will be clear that the two languages present many different characteristics at the morphological, phonological and syntactical levels. Therefore, it will be better, for any comparative study, to concentrate on the actual output of the learner and how he learns a foreign language and what kind of errors he commits rather than conducting an exhaustive and comprehensive contrastive analysis between the two languages because the differences between the two languages may be much more than the similarities and they will take the effort of teaching/learning out of its context.

Such an attitude towards contrastive analysis changed the trends and in the late 1960s and early 1970s, the emphasis shifted from contrastive analysis to error analysis because it deals with the actual errors, describes them in linguistic terms and then explains the probable sources of errors. Consequently, scholars turned their attention to errors and error analysis as they considered that such a study may reveal many aspects of language learning, discover learners' difficulties in learning the target language and facilitate learning process. Their studies gave further understanding of errors and consequently they changed the attitude towards errors. However, before handling the changing attitudes towards errors, it would be convenient to know what the definitions of term error are.

Definition of Error

Webster's New Collegiate Dictionary, (1975), defined the term 'error' as: "An Act involving an unintentional deviation from truth or accuracy" ident departs from or fails to achieve what should be done as." According to 'Chamber's Twentieth Century Dictionary, (1960), 'Error' means, "Deviation from the right way." A simple definition given by George, H. V., (1972), states that an error is a form, unwanted by the teacher. Chaudron, C., (1986), defines error as:

- 1) the Linguistic forms or content that differed from native speaker norms or facts, and,
- 2) any other behavior signaled by the teacher as needing improvement.

Taylor, C. V., (1976), says that error is any deviation which

is unacceptable to the majority of speakers of every major dialect of a given language. Such a deviation may be explained in terms of cultural and/or linguistic contexts in which the language functions. However, the deviation should not be in the form of frank mistakes which are not acceptable by the majority of the varieties of English language. This implies that major varieties of English language should be accepted with their acceptable deviations. For an Arabic speaking society, a variety of 'English as an international language' with its accepted deviations should be accepted and made a target of learning by our students.

Errors are the incorrect forms used by the target language learners in their attempts to express themselves in that language. Linguists have defined errors as a breach of code, a deviation from the norm or, as Palmer, H. E., (1917), has termed it as 'abnormality.' Such general definitions which bring terms such as 'breach of code' and 'abnormality' presume that the learner may be familiar with the code of the target language, but he may fail to follow it or use it correctly. However, to call errors as mere a 'breach' of code may not be a suitable description because the learner's familiarity with the code of the language may be, in fact, superficial and he may not even know that he is breaching any rule or code of the target language. Moreover, depending only on the examination of learner's errors may not be sufficient as it provides inadequate understanding of the source of errors in the target language. Therefore, considering errors as 'deviations' from the norm and not a 'breach' seems to be more suitable. It reflects the existence of a standard norm in the target language and any deviation from it may be considered as an error. Hence, an error is, generally, considered as a deviation from the accepted norms. The term 'accepted norms', thus, forms the basis of the notion of correctness. Allwright, D. and Bailey, K., (2004), term this notion of correctness as the 'native speaker norms', and they claimed that sociolinguistic research has, profoundly, influenced this concept of correctness. They observe, "A great deal of the world's foreign language teaching is done by non-native model of the target language. Thus, the language, the learners are taught in classrooms, may itself actually deviate from the native-speaker

norms in a number of systematic ways, depending in part on the target language proficiency of the non-native instructor.”

In language learning process, learners commit different types of deviations which has been termed as errors, mistakes, etc. Scholars differentiated the term ‘mistake’ from the term ‘error’ and defined it. According to Kachru, B., (1965), a ‘mistake’ may be defined as any ‘deviation’ which is rejected by a native speaker of English as out of the linguistic ‘code’ of the English language and which may not be justified in a non-native context on formal and/or contextual grounds. A ‘deviator,’ on the other hand, may deviate from a norm, but such deviations may be explained in terms of the cultural and/or linguistic context in which the language functions.

However, many aspects of the so-called ‘native speakers’ norms’ may not be possible to adhere to by the learner of English as a foreign language, particularly, in Arabic speaking context. Therefore, what should be the norm for the Arabic learner of English as a foreign language? What variety of English language should be taught in Arabic speaking context where English is a foreign language? Should teachers stick to the ‘British variety’ and consider it as a standard from which they should not deviate or establish their own variety that emphasizes on intelligibility? In a previous writing, I emphasized on intelligibility as an end and target in the process of making the Arabic learner learn English language. I consider that what Nihalani, P., Tongue, R. K. and Hosali, P., (1979), have said in this regard, may be the best answer to the above questions. They said, “.....to consider British English as the norm and any deviation from it as an error may be too rigid” because English language today has many varieties and it is the language of many nationalities besides the British. Almost all these varieties of English include accepted deviations from the British English. These deviations are accepted as a norm in these varieties and people are learning English under the shelter of these varieties and their norms. In the context of learning English as a foreign language, whatever the variety may be, errors occur, consequently, linguistic circles, educators, syllabus designers and teachers changed their attitudes toward learners’ errors and considered them as part of the learning process. They have reached to this

consensus after intensive studies about various types of errors which are committed by learners. Therefore, it would not be out of context, here, to discuss the earlier attitudes towards errors and the change in attitudes which, finally, accepted errors as an unavoidable phenomenon.

Attitudes towards Errors

Errors have always remained a problem for learners and a source of concern for language teachers, educators and syllabus designers. Although to err is human, however, for sometimes, two views reigned regarding errors. The traditional human attitude towards errors considered errors as an abnormality, 'disgrace' and failure on the part of, both, the teacher and the learner. Nilson, Brooks, (1960), has gone to an extreme extent by considering the relationship of errors to learning as that of sin to virtues! He says, "Like sin, error is to be avoided and its influence overcome." Therefore, he considered that errors must not be committed. Such a rigid and one-direction attitude towards errors was dominating the teaching/learning circles for a long time and contributing in the process of shaping the policies in the field of language teaching/learning. It was observed that teachers were not accepting errors from learners and learners were making all efforts to avoid committing errors as they consider that it brings disgrace to them. However, despite such a rigid attitude and the efforts exerted to avoid errors, learners continued to commit errors in the process of learning the target language. Consequently, another opposite view emerged. It considered that committing errors as inevitable. It viewed errors as signs of progress in the learning process and a natural phenomenon that indicates the attempt to reach the desired level of learning. A positive attitude towards errors started emerging. Some scholars called for looking at the error of a learner as that of a child when learning his own mother tongue. They rejected the idea of considering errors as sins or a source of personal disgrace. Hence, there was a great shift from that strict puritanical perspective towards errors to a more flexible attitude that accepts errors as something normal in the process of learning the target language. Such changes in the attitudes towards errors in the process of learning the target language paved the way

towards moderate, rational and sympathetic attitudes towards the learners' errors. Educators and ELT circles realized that errors, in the process of learning, can't be, entirely, avoided. They reached to a conclusion that errors are bound to occur because they are indications of learner's progress in the process of learning. James, C. J., (1990), considers errors as part of human education. He asserts, "errors are mere superficial manifestations of underlying language behavior." In his call to accept learners' errors, Hendrickson, J. (1983), also said that teachers, "should expect many errors in their students' speech and writing and that foreign language teachers should accept these errors as a natural phenomenon integral to the process of second language learning." Norrish, J., (1987), also gave excuse to those who commit errors during the process of language learning as he considered that language "isn't a set of facts to be learnt but a medium for expressing thoughts, feelings and communicating with other people."

The words of Corder, S. Pit, (1981), came as a further support to the front which accepts errors and considers them as a natural thing in the process of learning. He says, "We live in an imperfect world and consequently errors will always occur in spite of our best efforts. Our ingenuity should be concentrated on techniques for dealing with errors after they have occurred." Corder, S. Pit, (1967), said, "When a two-year-old child produces an utterance such as 'This mummy chair' we do not normally call this deviant, ill-formed, faulty, incorrect or whatever. We do not regard it as an error in any sense at all, but rather as a normal childlike communication which provides evidence of the state of his linguistic development at that moment." It means that such a fault should not be regarded as a mistake in its full sense of the term, but as a normal childlike communication. Corder, S. Pit, (1973), states that learner's errors, "are not properly regarded as right or wrong in themselves, but only as evidence of a right or wrong system." It means that errors should be interpreted so as to know the problems which face the learner. He adds, "The most obvious and practical use of the analysis of errors is to the teacher. Errors provide feedback. They tell the teacher something about the effectiveness of his teaching materials and his teaching techniques

and show him what parts of the syllabus he has been following, have been inadequately learnt or taught and need further attention. They enable him to decide whether he can move to the next item on the syllabus or he must devote more time to the items he has been working on.” Thus, the interpretation of the incorrect utterance is evidence in the operation of learning a second/foreign language or even a first language. This is one of the features of language acquisition mechanism. According to Corder, S. Pit, (1967), “....we can regard the making of error as a device the learner uses in order to learn. It is a way the learner has of testing his hypothesis about the nature of the languages he is learning.” He recommended a way of dealing with the situation by saying, “our ingenuity should be concentrated on the techniques for dealing with errors after they have occurred.” Dulay, H., et. al, (1982), on their part, state clearly that, “making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors.” Hendrickson, J., (1983), also seems to have accepted and endorsed those moderate views. He considers that error is “a natural phenomenon integral to the process of second language learning.” All such these moderate and tolerant views reflect the change in the attitudes towards errors and the emergence of a general acceptance of the occurrence of errors. Consequently, that negative attitude towards errors, in teaching circles, started vanishing. Teaching circles became detached from the front on which conservatives like Nilson, Brooks’, (1960), stand. The works of scholars, in the late 1960s and 1970s; those of linguists like Chomsky, Selinker, Corder, Richards, Nemser, George, Hendrickson, James, Jain, Dulay, Krashen, Brown and others have contributed, further, in changing the negative attitudes towards the errors. The attitudes of people towards errors have changed significantly. Errors were considered as indicative of a learner’s strategies of the learner in the process of learning the target language and a sign of his progress. Teachers are no longer looking down upon errors as if they were a sign of the learner’s mental defect, rather, they started accepting the learner’s errors as something natural and inevitable in the process of language learning.

With the gradual emergence of the works of Chomsky, Corder, George, Hendrickson, Palmer, Jeans, Dulay, Brown and with the inception of the so-called communicative approach that emphasizes on communicative fluency, the view that error being disgraceful lost further ground. George, H. V., (1972), observed such a historical change in the attitudes towards errors. He rightly states, "It is noteworthy that at the beginning of the sixties the word 'error' was associated with correction. At the end with learning." He has gone to the extent of considering errors as a 'necessary part' of language learning, as an indication of learner's prediction in their process of language learning. He added that when learners commit errors, fear is unnecessary because "we may judge error making as a necessary part of learning. The teacher who blames or seems to blame the learner for such error discourages prediction and so discourages learning."

Brown, H. D., (1987), was extremely tolerant towards errors. He states, "Human learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgments, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information." Target language learning, as Brown, H. D., (1987), says, "is a process that is clearly not unlike first language learning in its trial-and-error nature. Inevitably, learners will make mistakes in the process of acquisition, and indeed will even impede that process if they do not commit errors and then benefit in turn from various forms of feedback on those errors." He also asked us not to worry about the errors committed by the learners of the target language as they gradually establish its system within them. Therefore, he states that learners of language should not be looked on "as producers of malformed, imperfect language replete with mistakes, but as intelligent and creative beings proceeding through logical, systematic stages of acquisition, creatively acting upon their linguistic environment as they encounter its forms and Junctions in meaningful contexts... learners slowly and tediously succeed in establishing closer and closer approximations to the system used by native speakers of the language."

Learners may even, as Lado, R., (1957), says, tend to transfer the forms and meanings and their distributions of their native language and culture to the way they deal with the target language they are learning. Learners of a foreign language who are undergoing the same learning course may commit errors, but they may differ in the extent of committing errors. Thus, errors are not an indication of failure to learn, but, in fact, they are a sign of progress in learning and an indication of the way the learner adopted to learn. Ellis, R., (1985), puts it in a different way saying: "Learners take the same road, but they do not necessarily drive along it in the same way."

Thus, it is clear that the opinion of Nilson, Brooks, (1960), who said, "Like sin, error is to be avoided" was considered to be, absolutely, rigid, wrong and unacceptable by the new trends in linguistics and language teaching which considered that 'errors or mistakes' need not be seen as a sign of failure. They should be considered as a sign of development in the language learning. In Arabic there is a proverb which goes "min al-khatta' nat'allam", means "We learn from mistake."

In view of such an overwhelming and drastic change in the attitudes towards errors, the new views about errors seem to say to the teachers that they should not pour their blame on the learner when the latter commits errors. Teachers should remember that blaming learners for committing errors, would hamper not only the process of predicting the causes of errors, but also the efforts of learning itself. Their main concern should be to select the right material and method, teach effectively, predict the causes of errors and set up suitable remedial courses. Such a tolerant attitude towards errors indicates that the contempt which had been existing towards the occurrence of errors has disappeared, errors started to be considered as a by-product of learners' strategy to learn the language and acceptance of errors as the natural and unavoidable phenomenon in the process of language learning prevailed.

The communicative approach gave communicative fluency primacy over grammatical accuracy which was in vogue in the past. Such trends were tolerant towards errors, but they have gone to the extent of slapping accuracy with the wall and calling for communication in the language to dominate whatever the quality

of communication may be. The proponents of the communicative approach considered that to identify what they termed them 'communicative errors' is more difficult than identifying accuracy error. They called for opening a front to know what 'communicative errors' are! Allwright, D. and Bailey, K., (2004), say, "Research in error treatment to date has been limited largely to accuracy errors, which are relatively easy to identify." They further state, "we will not be able to say we know very much about error treatment until the treatment of communication errors has also been well studied." Hence, they clearly distinguished between accuracy error and communicative errors. They seem to have rejected the previous definitions of errors because they also consider that an easy definition of an error, as far as second/foreign language is concerned, is almost impossible.

The emerging positive attitude towards errors in language learning is that a learner of a language would inevitably commit errors because the language which he is learning is not his own language and errors would indicate the learner's progress and achievements in the process of learning. Linguistic and teaching circles realized that analyzing those errors would benefit all those who are involved in the programs of language teaching/learning. They considered that errors and error analysis can have many advantages and play various roles in the process of teaching and learning the target language.

Advantages of Errors and Error Analysis

The errors committed by the learner have many advantages in revealing the extent of his progress in the process of learning. Some of the errors may result from his active processing of the various aspects of the target language data and may therefore reveal the creative aspect of his learning process. They also function as indicators of the development of the learner towards a better learning of the target language. They also act as evidence of the learner's strategy in the process of language learning. They provide teachers, linguists and others involved in teaching circles, with insights into the process through which the learner has to pass into the target language learning.

Error analysis is not a mere theoretical study of the 'hows' and 'whys' of language learning/teaching. It is an essential process which can help achieve certain practical objectives in the field of teaching/learning languages. Error analysis play a major role in improving the process of, both, teaching and learning. It reveals the points of difficulty which the learner faces in the process of learning the target language. Peter, Strevens, (1965), says that by concentrating on the more obvious points of difficulty, the systematic error analysis "makes an immediate contribution to the task of language teaching; and being a partial limited study, it can be completed more rapidly than can be bilingual comparison." He adds, "Error analysis is not a substitute for contrastive analysis, but it is a practical alternative." Johansson, Stig, (1975a), says, "Error analysis aims at systematically describing and explaining errors made by the learners of a foreign language." Error analysis, according to Wilkins, D. A., (1976), is "equally satisfactory, more fruitful and less time consuming."

Both, Lee, W. R., (1968), and Richards, J. C., (1971), have given brief accounts of error analysis and its advantages by saying that error analysis does not have very close relation to contrastive analysis because it brings to light many other types of errors frequently made by learners of a language. Error analysis provides useful data on actual confirmed problems which has not been dealt with through theoretical studies.

Corder, S. Pit, (1973), is of the opinion that "errors provide feedback, they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques and show him what parts of the syllabus had been followed, had been inadequately learnt or taught and needed further attention. They enable him to decide whether he must devote more time to the item he has been working on. This is day-to-day value of errors. But in terms of broader planning and with a new group of learners, they provide the information for designing a remedial syllabus or a program of re- teaching."

Corder, S. Pit, (1981), says, "Error analysis is both an ancient activity and at the same time a comparatively new one. In its old sense, it is simply the informal and often intuitive activity of any teacher who makes use of the utterance of his pupils to assess

whether they have, or have not, learnt the linguistic points that he has been trying to teach - it is, in other words, an informal means of assessing and checking on the pupil's progress."

Lim-Ho, Peng, (1976), is of the opinion that error analysis is a basic step "in providing the grounds for an assessment of the learner's competence in his use of knowledge of a second language. Error analysis is vital to the language teacher who needs to know, in advance as fast as possible, the type and importance of the errors a particular group of students would like to make, the various cases of such errors and the techniques of correcting them."

Dulay, H., et. al, (1982), wrote about the usefulness of error analysis by saying that "(1) it provides data from which inferences about the nature of language learning process can be made, and (2) it indicates to teachers and curriculum developers which part of the target language students have more difficulty in producing correctly and which error types detract most from a learner's ability to communicate effectively."

The errors of the learners and their analysis are the keys to the understanding of target language learning process. According to Sridhar, S. N., (1981), "Error analysis... has too often concerned itself exclusively with the 'applied' goal of correcting and eradicating the learner's errors at the expense of the more important and logically prior task of evolving explanatory theory of learner's performance. The study of systematic errors made by the learners of the target language yields valuable insights into the nature of the intermediate functional communicative systems or languages constructed by them."

Thus, errors are indispensable tools even to the learner himself as he can use them as directives in the process of learning the target language. Errors and error analysis have many advantages and many roles to play in the teaching/learning process. They can be enumerated as follows:

1. Error analysis reveals learner's underlying knowledge about the linguistic form of the target language and the type of difficulty which the learners are facing in the process of learning the language.

2. If error analysis is conducted on a large scale, it can be helpful in discovering the common errors and devising language courses.
3. Error analysis makes a systematic investigation of errors and studies them. Now, teaching circles use errors analysis to give a detailed explanation of the learner's errors and reveals the difficult areas in their learning process.
4. Error analysis aims at systematically describing and explaining the errors made by learners of the target language and it is used as an effective tool to eradicate the errors of the learners.
5. Selinker, L., (1969), as cited in Touchie, H. Y., (1986), indicates that errors are significant in three points: (1) for the language teacher because they indicate the learner's progress in language learning; (2) for the language researcher as they provide insights into how language is learnt; and finally (3), for the language learner himself/herself as he/she gets involved in hypothesis testing.
6. Etherton, R. B., (1977), says that the study of error analysis is indispensable because it provides teacher circles with "valuable data for the operation of teaching materials, textbooks and examinations ... suitable teaching materials and tests can never be efficiently prepared without access to an extensive error analysis."
7. Etherton, R. B., (1977), adds that "Error Analysis shows common weaknesses with which pupils need help; words, structures or verb forms which prove to be too difficult ..."
8. Etherton, R. B., (1977), adds that "A systematic study of errors may lead to improving teaching methods through a greater awareness of the nature and causes of mistakes which pupils make."
9. Etherton, R. B., (1977), summed up the role of error analysis by stating, "error analysis shows: (a) common weaknesses with which pupils need help....(b) words, structures, or verb forms which prove to be too difficult at a particular stage...(c) weaknesses shown by the total absence of a particular item...(d) inadequacy in an official syllabus."

10. For the class teacher, an error analysis can give him a useful information about learners' progress and help him to devise his own remedial teaching material. Error analysis provides the teacher with multiple opportunities to probe into the points of strength and weaknesses of the learners. It gives the teacher multiple opportunities for studying the learning strategies of the learners, improving his teaching performance and devising remedial courses to tackle the problems of learning. Through analyzing the errors, teacher gets sound feedback of their teaching performance and the extent of learners' learning. It reveals the actual errors, tries to describe them in linguistic terms and then finds out their probable sources.

11. Error Analysis shows the learning strategies adopted by the learner and the stage the learner has reached in the process of learning the target language.

12. Errors reveal not only the difficulties faced by the learner in the process of learning the target language, but also they show various factors which may interfere in the progress of learning and hinder it. These factors may be linguistic, sociological or psychological. The linguistic factors may be intralingual or interlingual whereas the sociological and psychological factors may be called non-lingual.

13. Errors indicate the on-going learning process, the learning strategies adopted by the learner, the difficulties which learners face and the progress achieved by them.

14. It is, educationally, helpful as it provides feedback to the teachers, educators, course designers, learner himself, etc. Corder, S. Pit, (1973), points out that the "errors provide feedback, they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques and show him what parts of the syllabus had been followed, inadequately learnt or taught and needed further attention."

15. Writing about the value and significance of errors, Corder, S. Pit, (1967), says, "A learner's errors... are significant in [that] they provide to the researcher evidence

of how language is learnt or acquired, what strategies or procedures the learner is employing in his discovery of the language... they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn. The making of errors is a strategy employed both by children acquiring their mother tongue and by those learning a second language."

16. Errors can guide the teacher to improve upon his teaching method and technique. They give glimpses of the nature of the language learning process and make learners overcome their difficulties in learning the target language.

17. Error analysis reveals to the teacher the operation of the learner's linguistic system. Error analysis, as Lee, W. R., (1972), says, "can guide the whole of a language course at every stage." He opines that error analysis helps in finding out the persistent errors so that any skillful remedial treatment could be undertaken. Lee, W. R., (1972), also, like other linguists, values error analysis. He says that error analysis is a "valuable guide when planning a course of lessons." He adds that analyzing errors at an advanced stage, would help in discovering which errors are persistent so as to devise a suitable remedial course.

18. Errors analysis is the key to the understanding of the second/foreign language learning process. They play a role in examining the language teaching/learning process. Therefore, errors must not be viewed as a defect in the learner, but as instrumental in measuring strengths and weakness in his learning process.

Name of Errors, Their Causes and Sources

The above discussion indicates that scholars transcended the issue of lamenting the occurrence of errors. The acceptance of learners' errors made linguists go far in making a detailed classification of the term 'error' and giving it different names. They also discussed the source of errors and the strategy of learners in the process of learning. In other words, the general attitude of accepting errors made scholars take their own time and go further to assign names to errors, on the basis of their causes or

sources, by coining terms such as mistakes, goofs, slips, faults, shortcomings, wrong usage, lapses, ‘systematic’ errors, ‘unsystematic’ errors, performance errors, competence error, interference errors, interlanguage errors, intra-language errors, developmental errors, overgeneralization errors; analogical errors, receptive errors, expressive errors, phonological errors, syntactic errors, semantic errors, global errors, errors arising from idiosyncratic dialects, errors arising from approximative system, etc. Carol, Kiparsky and Marina, K. Burt, (1972), said, “violation of rules and other descriptions included in grammar produces goofs... a goof is an error students tend to make in learning English ... for which no blame is implied.” Corder, S. Pit, (1967), distinguished between errors and mistake. Errors are considered by him as systematic in nature whereas mistakes are considered as unsystematic. Mistakes, being very inconsistent in nature, are treated as insignificant while as errors are the outcomes of the learner’s total or partial ignorance of the correct form and that follow some system even in deviation and hint at the defective system of language that the learner has built, are always taken seriously in language teaching/learning pedagogy. Corder, S. Pit, (1967), makes a distinction between the errors which are the result of chance and those which reveal his underlying knowledge of the target language till that moment. He distinguishes between ‘systematic’ and ‘unsystematic’ errors. He says that ‘systematic’ errors are ‘errors of competence’ whereas ‘unsystematic’ errors are ‘errors of performance.’ Unlike errors of ‘competence’, errors of ‘performance’, like lapses, slips of the tongue or a pen are random. They occur due to “Memory fatigue, tongue lapses, physical states such as tiredness and psychological conditions such as strong emotions.” ‘Systematic’ errors are indicators of the learner’s transitional competence. They reveal learner’s underlying knowledge of the target language. In this regard, the learners are using a definite system of language at every point in their development. According to Corder, S. Pit, (1967), “It is in such an investigation of the study of learner’s errors would assume the role it already plays in the study of child language acquisition ... the learner is using a definite system of language at every point in his development although it is not the adult system in the one case, nor

that of the second language in the other. The learner's errors are evidence of this system and are themselves systematic." It means that errors of performance are of no significance to the process of language learning. As it is mentioned earlier, errors of competence are of significance. The slips of the tongue or the pen reveals learners' the underlying knowledge of the language. These errors are of two types: 'performance' errors which are mainly unsystematic and 'competence' errors which are mostly systematic. The 'performance' errors are of no significance to the process of language learning because they embody an inconsistent deviation whereas the 'competence' errors are of significance as they result from the difficulties the learners face in the process of learning, therefore, they embody a consistent deviation. The learners might have not learnt the correct form or have, partially, learnt it. Thus, the learner's errors are evidence of this system of underlying knowledge. These may also be described as systematic errors which reflect learner's transitional competence. Systematic errors are in need of much more sophisticated study. They provide evidence of the system of language that the learners have learnt.

Norrish, J., (1987), says, "A lapse bears little relation to whether or not a given form in the language has been learnt, has not been learnt or is in the process of being learnt." Lapse is a wrong usage which is made by the learner. It is neither a mistake nor is it an error and anyone may commit it at any time. It occurs due to many reasons such as lack of concentration, shortness of the span of memory, fatigue, etc.

Richard, J. C., (1974), uses the term mistakes for the errors of performance and reserves the 'error' for the errors of competence. Mistakes are not significant, but the learner's 'errors' provide the evidence of the system of language that the learner is developing and using at a particular point in the course of target language learning process. He talks of intralingual and developmental errors. According to him intralingual errors reflect the general characteristics of rote learning such as faulty generalization; over generalization on the basis of previous learning that is similar to oversimplification of the target language system, incomplete application of rules and failure to learn conditions under which rules apply. It is not possible to learn a

language without making developmental errors. Developmental errors reflect the attempts of the learner to build up a hypothesis about the language he is learning from his limited experience of it in the classroom. He also talks about the faults of overgeneralization. Overgeneralization covers errors occurring from interference between forms and functions of the target language being learnt. Such errors are 'analogical' by nature and they are inevitable in the learning process. Such errors may also result in redundancy reduction. As far as overgeneralization is concerned, the learner creates a deviant structure on the basis of his experience of the other structures in target language he is learning. Overgeneralization, generally involves the creation of one deviant structure in the place of the regular structures. It may be the result of the learner's attempt to reduce his linguistic burden and oversimplify the structure of the target language.

The work of Lado, R., (1957), discussed errors committed by language learner and the hypothesis he made was that as where there were grammatical structures in the target language which are different from those of the mother tongue, there would be difficulty in the process of learning and the learner would inevitably commit errors. It means that the pull of the learner's mother tongue may, perhaps, be the main reason behind committing errors. Lado, R., (1957), was of the view that "individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture-both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture practised by natives."

Some mistakes spring from the thinking of the learners that their thoughts in the mother tongue can be, safely, expressed in the target language; by using translation strategy. Thus, many mistakes committed by learners may arise from their tendency to make an exact translation of their mother tongue linguistic perception into the target language. They do not know that finding perfect equivalents between two languages may pose the greatest difficulty because every language has some unique features, characteristics and properties of its own. In this regard, Blum, S. and Levenston,

E. A., (1978), state, “All second language learners probably begin by assuming that for every word in their mother tongue there is a single translation equivalent in the second language is the only way a learner can even begin to communicate in a second language.”

Lado, R., (1957), also has commented on the tendency of using translation strategy by the learners of the target language. He remarked, “individuals tend to transfer the form and meaning and the distribution of forms and meaning of their native language and culture to the foreign language and culture – both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture practiced by native.”

Blum, S. and Levenston, E. A., (1978), state that “All second language learners probably begin by assuming that for every word in their mother tongue there is a single translation equivalent in the second language... is the only way a learner can even begin to communicate in a second language.” In other words, they postulate that target language learners commit errors by just bringing what they know in their mother tongue in order to rescue themselves in the process of learning the target language. According to Ervin, Tripp, (1974), the language learner’s work is “to fill the vacuum of second language knowledge with the structure of their mother tongue.” Thus, a great number of research workers have the belief that the complexity of the mother tongue represents a source of interference.

Corder, S. Pit, (1981), attributed the source of some errors to factors such as memory lapses, tiredness and psychological conditions. He said, “We are all aware that in normal adult speech in our native language we are continually committing errors of one sort or another. These are due to memory lapses, physical states such as tiredness and psychological conditions such as strong emotion. These are advantageous artifacts of linguistic performance and do not reflect a defect in our knowledge of our own language.”

Dulay, H., et. al, (1982), were also having similar attitude to that of Corder, S. Pit, (1981), about the source of errors and the strategy of the learners in the process of learning the target

language. They consider the grammatical errors which the second language learners commit as identical with the mistakes that the learners of the mother-tongue commit. Dulay, H., et. al, (1982), claim that, "The majority of grammatical errors second language learners make do not reflect the learner's mother tongue, but are very much like those young children make as they learn first language." However, this may be relevant with learners of a second language, but not with learners of a foreign language. Dulay, H., et. al, (1982), believe that as the learners commit errors, they, gradually, builds up a target language rule system. Dulay, H., et. al, (1982), have mentioned two environmental factors: "(1) conditions that result in premature use of the L2 and (2) certain elicitation tasks." However, the work of Corder, S. Pit, (1967), on error analysis puts into consideration all possible determinants and not only the pull of the mother tongue. He attributed the occurrence of errors to defective teaching method. He said, "if we were to achieve a perfect teaching method, the error would never be committed in the first place, and therefore, the occurrence of errors is merely a sign of the present inadequacy of our teaching method." Johansson, Stig, (1975a), on his part, attributes the occurrence of errors to many material and methodological factors, but like Corder S. Pit, he also mentions faulty teaching method as one of the factors behind occurrence of error. According to him, "Some general errors may result from faulty teaching materials and methods." Cowan, J. R., (1983), holds a number of linguistic reasons responsible for committing errors such as 'interference' due to similarities and differences between L1 and L2 structures and says that committing errors is because of "Interference from native language, the application of general learning strategies similar to those manifested in first language acquisition, such as overgeneralization of linguistic rules."

Brown, H. D., (1987), has taken the matter even further when he stated that error analysis is distinguished by its "examination of errors attributable to all possible sources, not just those which result from negative transfer of the native language ... some of the errors a learner makes are attributable to the mother tongue ... learners from disparate language backgrounds tend to make similar errors in learning one target language. Errors-overt

manifestation of learners' systems-arise from several possible general sources: inter-lingual errors of interference from the native language, intra-lingual errors within the target language, the socio-linguistic context of communication, psycholinguistic or cognitive strategies, and no doubt countless affective variables."

The causes of errors committed by a learner of the target language may include also lack of motivation, lack of right attitude, lack of capabilities, lack of interest in the target language, personality differences, individual differences, etc. Some errors are the result of their wrongful inference and perception about the rules of the target language. Some researchers hold fatigue, lack of attention and lack of knowledge of the rules of the language as reasons for committing errors.

There are also errors which result from the learner's failure to observe the restrictions of the existing rules of the structures, he may tend to apply certain rules in the contexts where they may not apply. Moreover, some errors resulting from the learner's violation of restrictions may be accounted for in terms of analogy while other errors may result from the rote learning of rules of the target language. Sometimes false concepts are hypothesized and this results in some types of errors which derive from faulty comprehension of distinctions in the target language. Incomplete application of rules also leads to deviant structures. This reflects the degree of the development of the rules or what is called the learner's idiosyncratic dialect.

Jain, M. P., (1969), talks about errors resulting from speech reduction. Instead of going into the idiosyncratic properties of individual words, the learner cuts down the task of sub-categorizing. This type of errors seems to fall into the definable patterns and show consistent system which is developing within the learners. They are internally principled, free from arbitrariness and rule-governed because they follow the rules of learner's grammar and his internal language at a particular stage of the development of his learning.

The errors of performance, lapses and mistakes which are the result of abnormal or psychological state are not the object of study since they are unsystematic and do not reflect the learners' competence. The errors of competence which occur regularly and

systematically are the true indicators of the learner's idiosyncratic dialect which he developed and depended on till that stage of learning. There are also receptive errors which are difficult to identify because it is difficult to know whether the learners have understood a particular item of the language or not. On the other hand, expressive errors can be easily detected. They leave behind them certain clues which enable the analyst to find out the error. That is why expressive errors receive more attention in error analysis.

Another type of classification is based on the way the language is divided for the study. It classifies language into three major components; namely, phonology, syntax and semantics. It means that there are phonological, syntactic and semantic errors. For example, errors in propositions are syntactic errors. Semantic errors are related to meanings of individual words as well as sentence. It is clear that it is a broad classification that does not help the analyst much to describe learners' errors more specifically.

Another type of classification is in the form of a sub-classification of the major classes of errors which have been discussed above. It is based, purely, on syntactic criterion which assumes that there can be errors in the use of a particular item if the learner: (a) omits it when it is required (b) selects a wrong item, (c) adds items when they are not required, and (d) changes the positions of the item unnecessarily.

Carol, Kiparsky and Marina, K. Burt, (1974), distinguished global errors from local errors. The global error is that type of error which confuses the mind of the reader and affects his ability to interpret the whole sentence whereas the local error, merely, affects the ability of the reader to interpret a part of it, e.g., a clause or a phrase.

Selinker, L., (1972), came with his own term which tries to study the linguistic output of the learner. The term 'interlanguage' was first used by him to refer to a linguistic system based on the observable output of the learner who attempts to produce the target language. It is affected by the interference of the mother-tongue. Hence, errors are caused by learners' mother-tongue interference. Interlanguage interference takes place in the process of learning the target language. The term 'interlanguage' is used to describe an

intermediate stage of language learning; that is between the mother tongue and the target language. It follows a set of rules formed by the individual learner in his attempt to follow the norms of the target language and express the meaning which he wants to express. This makes the set of utterances of most language learners in the target language in the process of learning that language not identical to the hypothesized corresponding set of utterances which would have been produced by the native speakers of the target language. It means that the learner experiences an interlanguage stage and, gradually, moves towards the target language system. The interlanguage stage shows how the learner goes through a period of development in learning the target language, but under the influence of the mother-tongue. It is a period in which the elements of his mother-tongue and those of the target language overlap and this overlapping results into a new category of mixed type of language elements. It is a stage in which the learner produces an interlanguage which contains errors and deviant structures or 'goofs' which should not, necessarily, be taken as untreatable pathological symptoms of failure in learning the target language. They are, in fact, normal, inevitable and indicative of the learner's progress towards learning the target language.

Intralingual interference, on the other hand, occurs due to the difficulty of the target language itself. They are categorized as over-generalization, simplification, analogical errors, ignorance of rule restrictions, incomplete application of rules, induced errors and false hypothesis. Both, interlanguage and intra-language interferences tend to support the cognitive view of language learning which claims that the learner internalizes the system of the target language by giving himself a set of private rules in his own mother-tongue and then he tries to make them a standard code which guides him in learning the target language. Through his own feedback, the learner starts, later on, moving that code towards the standard which is accepted by the target language. To describe a concept very similar to L. Selinker's interlanguage, Corder, S. Pit, (1971,) has used the term 'idiosyncratic dialect' which is spoken by a group of learners who have the same mother-tongue and the same experience of learning the target language. They speak more or less the same interlanguage or idiosyncratic dialect at any point

in their learning career and whatever differences there are, they can be attributed to individual variation in intelligence, motivation, attitude, etc.

Some learners, while learning the target language, go through a deviant linguistic system. The term approximative system was coined by Nemser, W., (1971), to describe the deviant linguistic system, actually, employed by the learner who attempts to utilize the target language. According to Nemser, W., (1971), it refers to that type of language system created by the learner of the target language as he proceeds with learning process. According to the term 'approximative system', the learner's speech, at a given time of learning, turns into a patterned product of the linguistic system; approximative systems, which is distinct from that pattern of the mother-tongue and that of the target language because it is internally structured. At successive stages of learning the target language, approximative systems form what has been termed evolving series; the earliest series occurs when the learner, first, attempts to use the target language and the most advanced series; latest series, occurs at the closest approach of approximative systems to the target language. Merging these two series; namely, achieving a perfect proficiency in the target language, is rare among adult learners of the target language. In communicative situation, the approximative systems of the learners; at the same stage of learning, roughly coincides with the major variation of the target language or they are attributed to the differences in learning experience. Therefore, the learner's speech or writing must be studied in its own term and not, merely, by reference to the mother-tongue or the target language.

The term interlanguage has been widely accepted by most of the linguists today to refer to the learner system. Longitudinal and cross-sectional studies of learner's interlanguage reveal similarities and development. Richards, J. C., (1972) and Corder, S. Pit, (1981), used it. Richards, J. C., (1972), proposed the utility of the concept of 'interlanguage' for the analysis of target language learning. According to Corder, S. Pit, (1981), 'idiosyncratic dialects' and 'approximative systems' constitute the learner's interlanguage. The learner's knowledge of the target language, from the beginning to the end of the process of learning,

forms part of his interlanguage, describable and explainable in linguistic terms by way of the studying the learner's utterances or writing by through 'error Analysis'.

Explanation of Errors

As far as explanation of errors is concerned, no two analyzers would agree on explanation of a group of errors. In other words, error-explanation and even error-analyzing of two researchers of a single material would, definitely, differ from each other. There are many points on which explanation of errors can be based. We may explain some of them as follows:

(1) Language Transfer: In language transfer, the learner imposes the patterns of his mother-tongue on those of the target language and therefore he produces deviant utterances and writings.

(1) Intralingual Interference: Fries, C. C., (1960), and Lado, R., (1957), assumed that the mother-tongue interference explains most of the errors. It is the learner's attempt to simplify the target language by imposing his own mother-tongue patterns on the production of the target language. Though this process is related to the structure of the target language, the presence of the influence of mother-tongue is evident. The learner extends his own mother-tongue rules and semantic features to the rules of the target language and semantic features, consequently, he produces a deviant speech or writing.

(2) Teaching Strategies: Teaching strategies contribute to the occurrence of errors because the teacher either over-indulges in certain items; teaching rules of verb+s or under-represents some items; explanation of the importance of irregular verbs. He does not make any effort to explain the differences between regular and irregular verbs, but only concentrates on the verb+ed structure, therefore, the learner commits errors in that area where he lacks knowledge.

(3) Teaching Materials: The type of teaching materials also evokes errors. Teaching material, in a foreign language context, may concentrate on a specific teaching approach and relegate other approaches to the margin. Consequently,

the learner would come out without any learning, particularly, functional grammar. For example, in an attempt to concentrate on stress-timed material in a syllable-timed teaching context, teaching material and teaching itself would be another world to the learner of the foreign language and add to his burdens. Moreover, a syllable-timed language material in a stress-timed context would increase the learner's tasks of learning. As English is stress-timed language, speaking according to the rhythm of the native speaker would appear to the speaker of a syllable-times language; Arabic, to be a letter-eating process and increase his burden of learning English language.

(4) Lack of Comprehension: Lack of comprehension is a significant source of errors as it disables the whole process of learning. Therefore, any test for learners in such a context will expose his failure to understand the meaning of the text.

There are many other extra linguistic factors that have direct or indirect bearing on learners' errors. They are in the form of the learners' socio-economic background, self-concept, etc.

Remedial Dealing with Errors

The experienced teacher should pay attention to the nature of learner's errors, their causes, sources and explain them so as to evolve suitable techniques that can deal with them properly. He must be capable of devising remedial course and leaving behind a bulk of literature that benefits the future generations. In other words, the teacher should have the ability to predict and identify learner's errors and to give sensible answers to why those errors are committed. He should realize that he is not all in all. He should listen to researchers who reached to some results. He must read to the linguist who has something to tell. The teacher, in his attempt to devise remedial measures to deal with errors, must be acquainted with teaching methods and techniques which are suitable with the situation in which he teaches. He must remember that the target language teaching/learning is like a teaching circle which resorts to many types of techniques in order to deal with error analysis more effectively and to face the difficulties the learners encounter in the process of learning the target language.

A Study of the Errors in the Writings of Students Undergoing a Course of Master's Degree

Language learning is like any other human learning where the learner is bound to face difficulties and consequently errors are bound to occur. In the foreign language learning process, the learners will inevitably make mistakes, but if a person who is doing a master's degree in English language and still commits errors with such intensity, as we will see it, it is indeed disgraceful. It is an indication that no learning has taken place in spite of the fact that learners have undergone more than twelve years of studying English as a foreign language.

This is a study of the errors committed by Sudanese students who were doing a course of master's degree in 'English.' It contains the study of the written performance in the essay-type answers of 67 students who appeared in the examination of 'literature and literary criticism' paper at the end of the first semester of M. A. in English. The errors which have been extracted from those answer papers, reflected the level of their performance in written English. The context was considered, carefully, so as to give a proper study of errors. Though the total amount of the data is small, but it was considered to be representative because it is of a homogenous group of students who came from the same educational background, spoke Arabic as their mother tongues and enrolled into the course of master's degree in English.

The study exposes the sad state of affairs and the grim outcome of learning English language for more than twelve years out of which, at least, five years were at a specialized departments where they had completed their B. A. and then they commenced a course of master's degree in English, but still, the quality of their writing does not exceed, very much, the level of the writing of a student who studies English language as a subject in the secondary school. It is nothing, but disgrace itself, indeed.

As error analysis aims at systematically describing and explaining the errors made by learners in their journey to learn a language, it is important to remember that no two persons would make error-analysis in quite the same way because it is very difficult to achieve an accurate analysis of errors. This reminds us what Duskova, L., (1969), has rightly pointed out when she said

that we can never expect to explain all errors. Johansson, Stig, (1975), also referred to the same issue when he said, "We can never achieve a full explanation of learners' errors by error analysis alone." This is, basically, because several errors could fall into two or more categories and they can be explained in different ways. Therefore, I hope that the simple system which I have adopted in studying the errors of those who aspired to achieve master's degree in English proves, generally, useful, serves the purpose and becomes a guide for those who want to analyze errors in written performance of students. The outcomes of such an analysis may help syllabus designers to either devise a remedial course or incorporate the improvement in a wholly new learning material. It may also help teachers to give a due attention to the sources of errors. In other words, the author thinks that the findings of this study should be of great value to syllabus designers, researchers and teachers.

In this error-analysis, I will identify the common errors committed by a group of students and describe them as they are more important than the errors committed by individuals because the errors committed by a group of students help to expose the reality in a better way than 'idiosyncratic' errors committed by an individual.

The study of students' errors showed a very wide range of error categories. In other words, the bulk of their writings contained many more types of errors, but it was not possible to include all of them. It is important to mentioned here that during the answering of the question papers, many students went out of the frame of the prescribed course, neglected the questions presented before them, started narrating contents of their own minds and brought into the answer-paper a material which has no relation with the course at all. It seems that they were not ready for the exam and therefore they tried to sail into their own 'sub-consciousness.' However, such a spontaneous self-expression, provided a bulk of writings which furnished the author with enough material that enabled him to make it a true source of error-analysis.

The errors which have been committed by the students indicated that they were still in the developmental stage of learning

English language and they have never transcended that stage though they were doing their course of master's degree in English language. In other words, their writing was very primitive in its nature and exposed the humble gain they had achieved in the process of learning English for more than twelve years. It indicates that they were doing a course which is much higher than their level of achievement in English language. In fact, they were far from being, truly, specialized in English language.

Students' written English was loaded with different types of errors. It did not have coherence and unity, therefore, it was overwhelmed with digression. It was in the form of run-on sentences that contained many ideas and does not stop at any point. The way the sentences were written exposed the fact that the students of the course of 'master's degree in English' did not have the skill of developing a straightforward and linear discourse which is supported with suitable structure, vocabulary and punctuation marks that maintain a unified structure, a coherent meaning and a sensible message. Ignorance of various aspects of the knowledge about English language engineered the inability of the students to construct correct sentences and made their writings possess no unity, coherence or meaning. It means that the students of the so-called course of 'master's degree in English', couldn't function at a rhetorical level in English language. They couldn't think nor could they write in English language correctly. Their performance showed that either the students were unable to learn English language or they were not provided with a true learning material and effective teaching during their bachelor's degree level. Such a situation reflects the fact that during their bachelor's degree level, they have not been fed properly with English language and its structure. The appellant errors they have committed can't make any analyzer tolerant towards such grave errors which have been committed by students who claim that they are 'specialized in English language.' They revealed that they lacked grammatical competencies, therefore, they couldn't construct correct sentences to communicate their ideas. It is clear that they have been deprived of linguistic competence that led to failure in communicative competence in writing because, both, are complementary to each other. Communicative competence can't be

achieved with possessing grammatical competence. According to Renate, A. Schulz, (1976), "Linguistic competence can be operationally defined as the ability to construct phonologically and grammatically correct utterance and the ability to differentiate between correct and incorrect sentence....communicative competencerefers to the ability to understand a message or get a message across in a real-life situation."

Students' writings were loaded with grave defects. The main defects of their writings are as follows:

- Their written performance indicates that they are not acquainted with the rules of punctuation. In fact, the most disturbing defects were related to punctuation in general. There is a clear absence of all aspects of punctuation rules such as full-stop, capitalization, etc. They omit the full stop even at the end of a paragraph. Even if they resort to put the full stop, they begin the new sentence with a small letter! This may be due to the fact that in Arabic there is not strict adherence to paragraphing and punctuation. Therefore, they write in English language the way they write in Arabic language.
- Sentences were so long that a full stop would have been preferable to the conjunction 'and' of which repetitive use made the sentences long and rather elastic. In fact, they go on constructing continuous sentences that shift from one idea to another without punctuation marks. They were chained together by the use of 'and'. It means that it was an open and run-on writing which is 'breakless and does not stop at all.' Therefore, it was loaded with the cases of redundancy and absence of unity and coherence. Students tended to write in English language as they speak and write in Arabic.
- Students go to the extent of using the 'full stop' instead of a question mark even in sentences which are in the form of questions! They write, (Has the world come to an end.) instead of (Has the world come to an end?), (Can they win the battle.) instead of (Can they win the battle?) Since the writing of the students is in the form of run-on sentences and they do not use question marks after sentences which are in the form of questions, it means that they have a great problem with punctuation marks in general.

- They even omit the capital letters for names of the days of the week and names of the months. They write, (....friday prayers.) instead of (....Friday prayers.), (....in the cold of december) instead of (.... in the cold of December.).
- They do not capitalize the proper nouns. They write: (allah) instead of (Allah), (islam) instead of (Islam), (donne) instead of (Donne), (sudan) instead of (Sudan).
- They omit capital letter at the beginning of the reporting verb and at the beginning of the statement in the direct speech. They write, (he said to her, “come in.”) instead of (He said to her, “Come in.”). This shows that they do not only lack the knowledge of the punctuation rules, but also they have not practiced sufficient drills that cover the aspects of constructing reported speech sentences.
- There are many cases in which students use capital letter within a single word itself or in the sentence. In other words, they mingle the capital and small letters together within a single word. They face also problems with writing the capital/small letters of (p), (j), (t), (h) and (f). They write: (PeoPle) instead of (people), (deFine) instead of (define), (iF) instead of (if), (justiFiable) instead of (justifiable), (He says to His friend) instead of (He says to his friend), (a Happy man must not...) instead of (a happy man must not...), (inJustice) instead of (injustice), (they Just) instead of (they just), (wild Justice) instead of (wild justice), (wiTh oThers) instead of (with others). This is the state of affairs of the writings of the so-called students who are specialized in English language! Despite long time of studying English language, they could not establish its characteristics in their minds nor could they release themselves from the way they write in Arabic language or realize that English language has, both, capital and small letters and the capital letters have their own rule of use in writing in English language!
- They, rarely, used commas in their writings. Commas were often omitted in lists. They wrote: (The writer dealt with characters animals society nature.) instead of (The writer dealt with characters, animals, society and nature). Commas were unnecessary inserted after the conjunction (that). They wrote: (He

was so late that, he could not save her.), (He said that, he would come.) instead of (He said that he would come.).

- Commas were unnecessary inserted before a conjunction. They wrote: (They said, that they will face difficulties.) instead of (They said that they will face difficulties.).
- Commas were unnecessary inserted after subjects and verbs. They wrote: (He, wrote the novel.) instead of (He wrote the novel.), (She hated, the society.) instead of (She hated the society.).
- Commas were inserted before and after a word in apposition. They wrote: (We as students should...) instead of (We, as students, should...).
- Commas were omitted in oppositional phrase. They wrote: (At end he met the same character) instead of (At end, he met the same character), (Without weapon he could not fight) instead of (Without weapon, he could not fight).
- Commas were inserted unnecessary before the conjunction (and) and (also). They write, (... , and) (... , also).
- Differences between the sound system of Arabic and English still cause confusion to students who claim to be specialized in English language, engaged in the so-called course of Master's Degree and teach students at lower levels of education. For example, the difference between (p) and (b) still poses a great challenge to those who claim to be teachers of English in schools and God helps those who are being taught by them because those; so-called students of 'M. A. linguistic', do not know that English language has two distinct bilabial plosives one voiced [b] and one voiceless [p] whereas Arabic language does not distinguish between them and it possesses only [b]. Students either use (b) for (p) or vice versa. They write: (apove) instead of (above), (numper) instead of (number), (sympolism) instead of (symbolism), (put) instead of (but), (bainful) instead of (painful), (prope) instead of (probe), botential instead of (potential), hapit instead of (habit), (puplic) instead of (public), (bardon) instead of (pardon), (ampition) instead of (ambition) and (descripe) instead of (describe). If the students of M. A. English confuse between (p) and (b) in their writing in English language, how will be the condition of students at lower levels of education while learning

English? It seems that they do not only confuse between the two bilabial plosives in English, but also, they do not know the pronunciation of the word which these bilabial plosives participate to form because who knows the correct pronunciation will be able to differentiate between them. All this indicates that the educational courses are theatrical in nature. They are organized to collect fees from parents, engineer a fabricated image of education and provide fodder to mentally lazy and corrupt teachers and educational administrators.

- Students committed intensive errors in spelling. In fact, their writings were crowded with spelling errors which were caused by insufficient knowledge of English spelling rules, interference from Arabic phonology and the arbitrariness and inconsistent nature of English spelling system. For example, they write (remen) instead of (remain). This may be due to the fact that the spelling of a word in English can't be always deduced from its pronunciation. The arbitrariness and inconsistent nature of English spelling system made them commit errors like: (consederation) instead of (consideration), (comprending) instead of (comprehending).
- Students tended to add (e) before the plural marker (s). They wrote: (His aimes) instead of (His aims), (Shakespeare's playes) instead of (Shakespeare's plays). This might be due to the faulty pronunciation compounded by irregularities which are ingrained in English spelling system.
- There were errors which were caused by orthographic analogy which occur when two or more words are perceived as similar in spelling even though there are phonetic differences between them. Thus, students couldn't distinguish between pairs and similar sounds. They wrote: (Weather he knows it.....) instead of (Whether he knows it...)
- Grammatical analogy errors were manifested through the regular weak past tense that ends in: (ed) in a word like (played). Students committed errors like (heared), instead of (heard).
- Students faced problems also with the silent letters in some words. They wrote: (new) instead of (knew), (goverment) instead of (government), (wat) instead of (what), (sychological) instead of (psychological), (lisen) instead of (listen).

- They committed intensive errors in vowel system of English language. The whole vowel system was a source of problems for student. They confused between short vowel /i/ and the vowel /e/. They wrote: (selfesh) instead of (selfish), (preson) instead of (prison).
- They confused between short vowel /i/ and the long vowel /i:/ when it comes in words which have similar pronunciation. They wrote: (leave) instead of (live), (sin) instead of (seen).
- Weak vowels that may be represented by a vowel symbol in writing created trouble to them. They did not know that the sound may be represented by different letters. They wrote: (ubove) instead of (above), (namber) instead of (number), (becom) instead of (become), (conselt) instead of (consult), (illegel) instead of (illegal), (genration) instead of (generation), (ordinary) instead of (ordinary), (docter) instead of (doctor), (devine) instead of (divine), seperate instead of (separate), desease instead of (disease), destroyed instead of (destroyed). (discription) instead (description) (desturbing) instead of (disturbing), (lestten) instead of (listen), (repetition) instead of (repetition), (custem) instead of (custom), (evel) instead of (evil), (brather) instead of (brother), (failar) instead of (failure) and (remidy) instead of (remedy).
- There were errors which were caused by the confusion of similar/unemphasized/ vowels. They drop the unemphasized vowels: (creativty) instead of (creativity).
- Students faced problem with the pure vowel /ʌ/. They wrote: (jestify) instead of (justify), (conselt) instead of (consult), (frastration) instead of (frustration), (crashing) instead of (crushing) and (fancction) instead of (function).
- They confused also between /ə:/ and /i/. They wrote: (pirson) instead of (person).
- They write the vowel /e/ as 'a' while it is 'e'. They write, (shalter) instead of (shelter).
- Many vowel errors which they commit were phonetic in origin. While writing, they confuse between /i/ and /i:/. They write, (fist) instead of (feast), (reach) instead of (rich).
- They confused between 'o' which is available in Arabic and the additional sounds /ou/ as in 'low' and /ɔ:/ as in 'call' which are

available in English. For example, they identified the pronunciation of 'ball' with 'hole' and wrote the former 'bole' or they just replaced 'a' by 'o' and 'wrote 'low' for 'law', 'coll' for 'call', 'woll' for 'wall', 'foll' for 'fall'.

- They tended to insert a vowel between a consonant cluster as in the error: (derama) instead of (drama), (compelain) instead of (complain), (dirink) instead of (drink), (pelace) instead of (place), (pelay) instead of (play), (belame) instead of (blame), (againstist) instead of (against), (gentele) instead of (gentle).
- They confuse also between the diphthong sounds. They mix between /au/ and /u:/ and write: (tow) instead of (two), (twon) instead of (town). They confuse also between the diphthong: /ei / and /e/. They write: (lene) instead of (lane), (sene) instead of (sane), (dengerous) instead of (dangerous).
- They confuse a lot between the alternative spelling of (ei, ie). It poses a great challenge to them. They write, (recieve) instead of (receive), (acheive) instead of (achieve), (freind) instead of (friend), (beleif) instead of (belief), (concieve) instead of (conceive) (audeince) instead of (audience), (thier) instead of (their), (decieve) instead of (deceive).
- Sounds which have more than one representation in writing posed a problem to students. They wrote: (authentik) instead of (authentic) and (experiensed) instead of (experienced).
- Students dropped final (e). They wrote: (imagin) instead of (imagine), (leav) instead of (leave), (creat) instead of (create) (tak) instead of (take), (alon) instead of (alone), (becom) instead of (become), (lik) instead of (like) and (practic) instead of (practice).
- They faced also problems in dealing with the phoneme /eə/ in writing: They wrote: (prepere) instead of (prepare), (compere) instead of (compare).
- Students committed phonetic analogy errors which occur when the same sound is represented in more than one way in spelling: e.g., caught, fought, taught, bought. The sound /ɔ:/ is represented by different letters in bought and taught. They keep in their minds the spelling of thought and by analogy they write (cought) instead of (caught). It means that (cought) occurs by analogy with words like fought, thought, sought and bought. Thus, they wrote:

(doughter) instead of (daughter), (tought) instead of (taught), (sought) instead of (saught).

- Homophonic words posed problems to students. They created an analogy between sounds and letters which are similar in spelling, but different in writing. They wrote: (waist) instead of (waste), (grate) instead of (great), (brake) instead of (break), (fare) instead of (fair). It seems that they are not only ignorant of the vowels in English, but also, they have not practiced reading and writing sufficiently. Such areas in English need special attention through repetition now and then throughout the school education so that when a student comes to university level, he shall be already aware of how to differentiate between such words.
- It is also observed that they had problems with the initial short vowel /i/ or when it comes at the beginning of a word. They wrote: (enternal) instead of (internal), (emagine) instead of (imagine). Such errors appear due to the lack of exposure to intensive reading and absence of sufficient practicing of writing.
- They faced problems with the syllabic /l/. They wrote: (fought many battelels) instead of (fought many battles), (greasing the cattele) instead of (greasing the cattle), (neck of the bottile) instead of (neck of the bottle).
- Spelling also was a major area of problems for students. They wrote: (premet) instead of (permit), (regert) instead of (regret), (analyiz) instead of (analyze), (errow) instead of (arrow), (dose not) instead of (does not).
- The writing of a single for a double consonant was the commonest consonantal error. They wrote: (uper) instead of (upper), (realy) instead of (really), (posses) instead of (possesses), (winer) instead of (winner), (acording) instead of (according), (maried) instead to (married), (coruption) instead to (corruption).
- They wrote a double for a single consonant. They wrote: (writter) instead of (writer), (senses) instead of (senses), (crittical) instead of (critical), (greatest) instead of (greatest).
- They mis-spelt words and wrote: (wether) instead of (whether), (wether) instead of (weather) (forst) instead of (forest), (helthy) instead of (healthy), (comeet) instead of (commit).

- They even opted to word coinage. They wrote: (tragedic) instead of (tragic).
- They committed consonantal errors which seem to be arising from the use in English of the three letters; namely, c, s, and z which are used to represent two sounds; namely, /s/ and /z/: They wrote: (senter) instead of (center), (noize) instead of (noise).
- Students confused between the opposition /f/ and /v/. They did not know the rule for changing the letter (f) in plural, verb and noun cases. They did not know the rule of changing the letter (f) in plural cases. They wrote: (thiefs) as plural instead of (thieves), (lifes) as a verb instead of (lives) and (belief) as a verb instead of (believe), (ourself) instead of (ourselves), (savety) instead of (safety), (brafery) instead of (bravery).
- They omitted some letters because the letters are unsounded; silent consonants. They wrote: (dout) instead of (doubt), (ege) instead of (edge), (wether) instead of (whether), (goverment) instead of (government).
- They omitted one letter. They wrote: (chage) instead of (change), (frend) instead of (friend), (socity) instead of (society), (reson) instead of (reason), (marrage) instead of (marriage), (indivdual) instead of (individual).
- They added one letter in a word or added a letter and omitted another. They wrote: (studey) instead of (study), (happey) instead of (happy), (fourty) instead of (forty), (argeument) instead of (argument), (enterance) instead of (entrance), (peroblem) instead of (problem), (diseas) instead of (disease), (expierenc) instead of (experience).
- They omitted letter while forming a word. They wrote: (happly) instead of (happily).
- Students faced problem with words derivation. English derivation exposed the fact that students were not taught how derivation of some basic words is made. English derivation was created by adding a suffix to the stem without changing the stem.
- When adding a suffix to a word with a final (e), the (e) must be retained as in ‘strange’ ‘strangely’, ‘complete’ ‘completely.’ However, if the suffix begins with a vowel letter, the final (e) should be dropped as in ‘prepare’ ‘preparing’, ‘compare’ ‘comparing’, ‘close’ ‘closing’. However, students violated both

the rules. They wrote: (strangly) instead of (strangely), (completly) instead of (completely), (prepareing) instead of (preparing), (compareing) instead of (comparing), (closeing) instead of (closing). Some students separated the suffix from the stem by a dash. They wrote, (mad-ness) instead of (madness), (sad-ness) instead of (sadness).

- Students coined wrong prefix in negation. They wrote: (unlegal) instead of (illegal), (unrational) instead of (irrational), (unformal) instead of (informal).
- They separated the prefix from the word. They wrote: (un-helpful) instead of (unhelpful), (un-fortunately) instead of (unfortunately).
- They faced problem with words ending in (y). They wrote, (marred) instead of (married), (lonelyness) instead of (loneliness), (easyest) instead of (easiest).
- They were unable to differentiate between nouns, adjectives, adverbs and the verbs. These were essentially word-derivation complications which the students faced. They wrote, (It analysis) instead of (It analyzes), (to life a happily life) instead of (to live a happy life), (The life of the hero is full of painful and sorrowful) instead of (The life of the hero is full of pain and sorrow), (lossing) instead of (losing), (they do not belief) instead of (they do not believe), (It is very importance) instead of (It is very important), (They are value...) instead of (They are valuable...), (It is a great lose) instead of (It is a great loss), (the regret and lost) instead of (the regret and loss), (He lives in miserable) instead of (He lives in misery), (He did not marriage) instead of (He did not marry), (They were happily) instead of (They were happy), (rewarded by money or succeed) instead of (rewarded by money or success), (There is not just) instead of (there is no justice), (it is danger) instead of (it is dangerous), (full of sad and sorrow...) instead of (full of sadness and sorrow...), (in all his live) instead of (in all his life), (the absent of) instead of (the absence of), (They estimation) instead of (They estimate), (...the character who behavior in this way...) instead of (...the character who behaves in this way...), (ignorance person) instead of (ignorant person), (literature and cultural of the society) instead of (literature and culture of the society), (must criticism) instead

of (must criticize), (he was sadness) instead of (he was sad), (life is full of miserable...) instead of (life is full of miseries...), (some people offense each other) instead of (some people offend each other), (If we have all these comfortable and we still...) instead of (If we have all these comforts and we still...), (shows the gloom life) instead of (shows the gloomy life).

- Verbs ending with the letter (y) and formation of the derivations from verbs ending with the letter (y) posed a great source of confusion to students. They wrote, (satisfing) instead of (satisfying), (studing) instead of (studying), (terrifing) instead of (terrifying).
- They couldn't form a noun from the adjective 'happy.' They wrote, (happeness) or (happyness) instead of (happiness).
- They confused changing the final (y) when preceded by a consonant. They wrote: (happieness) instead of (happiness).
- Direct literal translation from Arabic into English dominated students' writing. It featured in many ways. One of the common errors in this regard was combining (can) and (able to) in writing: (He can able to avoid) instead of (He can avoid) or (He 'is' able to avoid), (He can't able to do) instead of (He can't do) or (He 'is' not able to do), (He cannot able to find) instead of (He cannot find) or (He 'is' not able to find). This is basically due to the direct translation of the colloquial Arabic meaning that he/she established in his/her thinking from sentence like: **بامكانه يستطيع ان (يتجلب)**
- Students did not have control over the tenses of English. Their writings were full of errors which exposed their ignorance of the tenses of English and the role of the verb, the helping verb and the marker of the verb in the tenses. Tense errors like: (He is make life difficult for himself) instead of (He is making life difficult for himself), (They serves the king) instead of (They serve the king) were very common in their writings.
- Students couldn't maintain inter-sentence and inter-clause continuity by using suitable conjunctions. It was due to the inadequate control over conjunctions required to produce correct writing in a discourse context in the target language. Therefore, there were sudden failure to continue the discourse.

- Interference was very clear in the excessive use of conjunctions in their writings. It might be also due to the fact that in Arabic conjunctions such as 'and', 'also' and 'because' are used to join sentences and to begin new sentences. Learners transfer elements of Arabic language to the English language. In their writings, there is excessive use of 'and' (wa), 'because' (la-anna), 'also' (Aydhan), etc. The excessive use of the conjunctions such as 'and' 'because', 'but' 'also', etc. indicates that they are under the grip of writing in English the way they write in Arabic. Therefore, the students' writing is loaded with excessive use of conjunctions such as 'and', 'because', 'also', etc. with a complete absence of commas and full stops. They use 'and', 'because' and 'also' even to begin a sentence. This state of affairs reflects the way they think and write in Arabic language in their writing in English and thus it proves the existence of the gravitational pull of the mother tongue.
- Conjunctive adverbs such as (therefore, otherwise, however, moreover, as a result of) were either missed when they were required or unnecessarily used. Students coined unsuitable conjunctions. They wrote: (As a result,) instead of (Consequently,), (Added to that,) instead of (Moreover,), (For this he could not fight) instead of (Therefore, he could not fight). They use adverbials like (However) in the absence of contrast. They also use "Of course" when nothing was obvious.
- The area of verb-usage was a source of problem to students. Verb errors included use of wrong form, lack of tense-verbs agreement in the same sentence, errors of tense, aspect and mood, errors in the use of the passive and the infinitive and errors in the use of verb auxiliaries. The author will select only some samples of such problems in the area of verbs so as to avoid unnecessary lengthening the study. For example, coordination of unlike verb-forms before and after these conjunctions like (and) and (or), etc. It was clear that students were not aware of the effect of conjunctions like (and) and (or) (nor), etc. on coordinating the verbs that come after them. They wrote, (He meets the main character and asked her...) instead of (He meets the main character and asks it...) or (He met the main character and asked her...), (He lives as a hero and died as a hero.) instead of (He lives

as a hero and dies as a hero.) or (He lived as a hero and died as a hero), (It interprets literature and passing judgment) instead of (It interprets literature and passes judgment), (They can write or act.) instead of (They can write or act), (He can't live or died) instead of (he can't live or die), (It analyzed and generalizes) instead of (It analyzed and generalized) or (It analyzes and generalizes).

- Their ignorance of the tenses of English featured in many ways. There were errors arising from the lack of tense-verb agreement. They wrote, (You will mastered it and control it) instead of (You will master and control it), (but Ann was unfortunately died) instead of (but Ann, unfortunately, died).
- Students did not know how to deal with the verb of the marker of the verb or the helping verb when two subjects are connected by 'and'. Therefore, they wrote, (the character's destiny and his attitudes to live was criticized) instead of (the character's destiny and his attitudes to live were criticized).
- They did not mark the third-person-singular verb in present tense. They wrote, (he write) instead of (he writes), (a man find) instead of (a man finds), (he argue), instead of (he argues), (she start) instead of (she starts), (revenge lead man...) instead of (revenge leads man...). I fully agree with L. Mukattash, (1978) who says, "the omission of the third person singular marker – s- seems to be an everlasting problem for foreign learners of English." Duskova, L., (1969), correctly notes, "An explanation of this error may be found in the system of the English verbal personal endings. Since all grammatical persons take the same zero verbal ending except the third person singular in the present tense.....omission of the – s- in the third person singular may be accounted for by the heavy pressure of all other forms." Some students have gone to the extent of generalizing the marker on all verbs in present simple. They wrote: (they always seeks) instead of (they always seek).
- Students write the wrong form of the verb after the helping verb. They wrote: (I am not agree) instead of (I am not agreeing).
- Student were not aware of the effect of modals and infinitives on the verbs. They used inappropriate verb form after modals. They wrote: (will lost) instead of (will lose), (will had) instead of (will have), (something you can't imagined or think.) instead of

(something you can't imagine or think.), (can punished them) instead of (can punish them), (they will evolves) instead of (they will evolve), (He should mixed...) instead of (He should mix...).

- Students couldn't construct the correct sentence which contains 'should have' for past advice or past obligation. They wrote, (We should have forgive them) instead of (We should have forgiven them).
- Students went to the extent of combining and neighboring two helping verbs. They wrote, (they will do not) instead of (they will not) or (they do not), (May will the poor people get...) instead of (May the poor people get...), (He will must become...) instead of (He will become...) or (He must become...). All such errors were due to inappropriate command over the auxiliary verbs and the tenses of English language. Such errors indicated the fact they were not taught, properly, the tenses, the auxiliary verbs and the effect of the auxiliary verbs in each tense on the verb in the tense.
- Students couldn't apply the rules for the formation of the present and past perfect forms in English. It is important to mention here that there are two tenses in Arabic: The perfect (for actions that are completed) and the imperfect (for actions that are not completed). These two tenses correspond to English past and present. Students confused simple past and the perfect forms. They couldn't express themselves in perfect tense. They wrote, (He has attack the victim) instead of (He has attacked the victim), (They have not chain the past) instead of (They have not chained the past), (He courted her for seven years) instead of (He has courted her for seven years), (We teach English literature for a long time, but...) instead of (We have been teaching English literature for a long time, but...) Such errors might be due to the fact that in Arabic, it is acceptable to switch from one verb tense to another within a sentence or between clauses. It is also acceptable, in Arabic, to have all verbs following the first one assuming the same tense. However, students were not made aware of such differences.
- The students experienced difficulty with the correct formation of the participle whether in the perfect tense or in the passive voice. One of the common errors was in writing sentences in the passive voice. Students are not aware that the verb in the passive voice is

always in the past participle; the third form of the verb. They write: (History is to be write honestly.) instead of (History is to be written honestly).

- They faced problems with the formation of the gerund. They wrote: (Pardon and forgiveness are better) instead of (Pardoning and forgiveness are better), (Commit wrong deeds...) instead of (Committing wrong deeds...).
- They face problems with the formation of the present participles. They wrote, (We saw the hero fight) instead of (He found the hero fighting.).
- They faced problems with the formation of the past participles. They wrote, (They had their throne free from the usurper) instead of (They had their throne freed from the usurper).
- They opted for the wrong participle by writing. They wrote: (This story is not very interested) instead of (This story is not very interesting).
- Students faced difficulty with the correct formation of the past participle which has a passive meaning. They wrote, (The unfulfil love) instead of (The unfulfilled love).
- Students did not write the suitable helping verb before the verb in order to indicate the original tense in the active voice. They committed such mistakes: (The poem wrote by...) instead of (The poem was written by...), (they get confusing...) instead of (they get confused...), (Happiness must shared with others) instead of (Happiness must be shared with others), (It can bring by...) instead of (It can be brought by...), (was eat) instead of (was eaten).
- Students faced problem with the formation of the relative clause in English. There was a lack of subject-verb agreement in the clause. They wrote, (a man who help the poor people...) instead of (a man who helps the poor people...), (the man who do not care...) instead of (the man who does not care...), (the character who meet his fate...) instead of (the character who meets his fate...), (The hero who end the story...) instead of (The hero who ends the story...).
- Student were unable to form verb-compliment agreement for number and persons. They wrote: (These issue includes) instead of (This issue includes) or (These issues include)

- Students' writings showed errors which indicated that they lacked the ability to create sentences that have subject-verb agreement. They wrote: (Either the king or the queen were in the palace) instead of (Either the king or the queen was in the palace) as two singular subjects are joined by 'either....or', (If a man have all...) instead of (If a man has all...), (everybody have different...) instead of (everybody has different...).
- When writings, they separated the subject and the verb of a sentence by several words or by a subordinate clause, errors occurred in the agreement. They wrote: (the main characters of the novel who tried to deal with problems in the society was fed up of life) instead of (the main characters of the novel who tried to deal with problems in the society were fed up of life)
- Agreement errors also were due to wrong marking of verb for singular and plural subject. Students wrote: (suggesting measures which solves social problems) instead of (suggesting measures which solve social problems), (writings which exposes social issues) instead of (writings which expose social issues). They committed agreement errors due to wrong marking of singular/plural subject. They wrote: (when the societies itself is changed) instead of (when the societies themselves are changed).
- The students made the verb agree with the noun immediately preceding it in the sentence, whether the noun was the subject of that verb or not. (The other characters as with the first one was put in a difficult situation.) instead of (The other characters, as with the first one, were put in a difficult situation.)
- Students faced problem with the compliments of the verb (to be). They wrote: (There is great hopes to save the society from social problems.) instead of (There are great hopes to save the society from social problems.) (These are her real intention.) instead of (These are her real intentions) or (This is her real intention).
- When the compliment is in the form of non-countable nouns there were also problems of concord and the verb was made plural as if the uncountable noun was plural. They wrote: (These are the information I found in the novel) instead of (This is the information I found in the novel). It seems that the verb forms and their patterning were affected by overgeneralization due to particular learning strategies on items in the system of English.

- They committed errors in the compliment pattern. They wrote: (He waited to saw...) instead of (He waited to see...), (They like to tricking.) instead of (They like tricking.), (They are not interested in confront) instead of (They are not interested in confronting.).
- Students faced problems with the infinitive without (to). They wrote, (to make the hero knows) instead of (to make the hero know).
- They did not acquire the proper structure of the wh-question and therefore they commit errors while forming wh- questions!! They either dropped the auxiliary verb or made wrong subject-auxiliary inversion. They wrote: (Why we pardon each other?) instead of (Why don't we pardon each other?) or (Why do we pardon each other?), (Why certain men unhappy?) instead of (Why are certain men unhappy?), (Why he wrote the poem?) instead of (Why did he write the poem?).
- Students didn't know reflexive pronouns. They wrote reflexive pronouns in this way: (our self) instead of (ourselves), (your self) instead of (yourself), (ourselve) instead of (ourselves). They write, (they locked theirself in their own thinking) instead of (they locked themselves in their own thinking).
- They confused between personal pronouns and possessive pronouns. They wrote: (your have to be) instead of (you have to be).
- Students did not know that if the noun is singular, the pronoun such as, (everybody) must be singular, too. If the noun is plural, the pronoun must be plural, as well. The students did not appear to have learned these conditions of co-occurrence. Therefore, they wrote: (Everybody are attracted to this character) instead of (Everybody is attracted to this character).
- They confused between (all) and (whole). They wrote: (He attacked the societies as all) instead of (He attacked the societies as whole).
- Students wrote a singular countable noun after the indefinite pronouns 'many', 'more'! They wrote: (many reason) instead of (many reasons), (many good work) instead of (many good works), (more type) instead of (more types), (all this factor) instead of (all these factors), (all necessary requirement) instead

of (all necessary requirements), (Revenge is of two kind...) instead of (Revenge is of two kinds...). Such a mistake indicates that neither the 'indefinite pronoun' nor the 'demonstrative' could convince the student to pluralize the noun!

- Students have not yet realized that apostrophes are used to show possession and contraction. They were unable to form a sentence with a possessive case by using the apostrophe. They wrote, (Lamb is life is...) instead of (Lamb's life is...). Students omitted the apostrophe in case of possession. They wrote: (The writers novel.) instead of (The writer's novel.) However, some of them did not know that the apostrophe is not used after a possessive pronoun such as my, mine, our, ours, his, hers, its, their, or theirs. They wrote: (It shows her's role in the novel) instead of (It shows her role in the novel).
- On the basis of 'shall not' and 'may not' the students wrote: (cann't) instead of (can't). They omitted the apostrophe in case of contracted negative. They wrote: (dont) instead of (don't). They did not know that the apostrophe in (it's) is used to indicate a contraction for (it is) and (it has). However, students write, (It's take place in the society.) instead of (It's taking place in the society.) or (It's taken place in the society.)
- Repetition of the subjects: (proper noun + pronoun) was one of the most frequent errors. Students wrote: (Francis Bacon he was an influential writer.) instead of (Francis Bacon was an influential writer.).
- They faced problems with the demonstratives. Plural demonstrative pronouns (these, those) were followed by singular nouns instead of plural nouns. This indicates the existence of inconsistency in number when using demonstratives like (this) (that) (these) (those). Singular demonstrative pronouns (this, that) were followed by plural nouns or plural demonstrative pronouns (these, those) were followed by singular nouns. Students wrote: (Those character...) instead of (Those characters...), (These two lover) instead of (These two lovers), (in these case) instead of (in these cases), (this poem were written) instead of (this poem was written) or (these poems were written), (that societies) instead of (those societies) or (that society), (if this things are fulfilled)

instead of (if these things are fulfilled), (these way) instead of (these ways).

- Certain determiners and enumerators such as: one of the, some of, kinds of, types of, lots of, all, many posed problems to students. They wrote: (one of this character) instead of (one of these characters), (one of this culture) instead of (one of these cultures), (many book) instead of (many books), (some reason) instead of (some reasons), (Some people think if he) instead of (Some people think if they).
- Students, while forming conditional clause sentences, made a wrong choice of tenses. They used the present simple in a past context and vice versa. They made wrong verb construction in, both, the subordinate clause and the main clause. They dropped also the necessary punctuation and failed to construct the principal clause correctly. They wrote: (If we go back to his book we found...) instead of (If we go back to his book, we will find...). If a man feel unhappy must consult a psychiatrist) instead of (If a man feels unhappy, he must consult a psychiatrist), (If a man find happiness,...) instead of (If a man finds happiness,...), (If a man have all...) instead of (If a man has all...). Here, the error was not only in the choice of suitable tense, but also in punctuation, as well. They did not only form the verb in the subordinate clause wrongly, but also inserted a conjunction like 'therefore' where there is no a statement that results from or caused by what preceded. They wrote: (If he live with a group of people, therefore, he will be happy) instead of (If he lives with a group of people, he will be happy).
- They used the progressive tense or present tense of the verb in the main clause followed incorrectly by the past tense of the verb in the subordinate. They wrote: (If he is helping others, they would support him when he falls) instead of (If he is helping others, they will support him when he falls).
- One of the most common errors was the incorrect formation of the simple past, especially with irregular verbs. Students faced problems with changing the verb into the past tense. They add (ed) for all verbs without knowing that there are regular and irregular verbs. It means that they regularized even the irregular verbs of English language by applying the past tense marker (ed)

on irregular verbs, as well. They wrote: (dealed) instead of (dealt), (sppeaked) instead of (spoke), (teached) instead of (taught). (He meeted the main character) instead of (He met the main character). It means that they overgeneralized the 'ed' rule on even irregular verbs.

- There was also a general tendency to use uninflected forms; present form, in spite of the fact that the presence of adverbs like 'last century' or modifiers which point to the past such as 'nineteenth century', 'Victorian age', etc. did not help them to concentrate on creating correct sentences in the past. Even some of the present form themselves were wrong. They write: (Thomas Hardy write this novel) instead of (Thomas Hardy wrote this novel in the nineteenth century), (modernists appear in the last century) instead of (modernists appeared in the last century), (He live during the Victorian age) instead of (He lived during the Victorian age). These types of errors are instances of developmental errors.
- Students faced difficulty with the correct formation of the negative sentence in the past simple tense. They combined between the helping verb 'did' and the verb in the past tense; particularly with regular verbs. They wrote: (He did not married) instead of (He did not marry), (She did not died) instead of (She did not die), (He did not searched...) instead of (He did not search...). This may be attributed to intra-English difficulty because in Arabic verbs are marked for person and number. Moreover, it may be due to fact that students were not exposed to sufficient drills in present simple and past simple tenses.
- Students made wrong verb construction with the verbs 'make' and 'made.' It means that they faced problems with the 'infinitives.' They wrote: (He made him worked) instead of (He made him work). (he came to meeting them) instead of (he came to meet them). They used present participle for the infinitive. They wrote: (You can help people reaping benefits or change something) instead of (You can help people reap benefits or change something). The problems with the verb formation in the past tense are due intra-English confusion. Errors in dealing with irregular verbs might be also due to interference from the other

forms of verbs in question. These are instances of developmental errors.

- Students used wrong articles, omitted articles or added articles. They didn't know that a plural countable noun should not be preceded by the indefinite articles (a, an). They wrote: (It is article by Francis Bacon) instead of (It is an article by Francis Bacon), (He wrote poem) instead of (He wrote a poem). Singular indefinite articles (a), (an) were followed by plural nouns or the singular noun was deprived of the indefinite articles (a), (an). They wrote: (He wrote an articles) instead of (He wrote articles) or (He wrote an article). (a nice poems) instead of (a nice poem) or (nice poems), (such negative tendency) instead of (such a negative tendency) or (such negative tendencies), (such poet) instead of (such a poet) or (such poets), (He was an excellent poets) instead of (He was an excellent poet). (He described a societies....) instead of (He described societies...) or (He described a society....), (a beautiful images) instead of (beautiful images) or (a beautiful image), (He wrote an essays and poems) instead of (He wrote essays and poems). They omitted articles and wrote such a sentence: (They live in poor condition) instead of (They live in a poor condition). They have gone to the extent of, unnecessarily, adding the definite article (the) before the proper nouns. They wrote: (The England) instead of (England). They didn't not know that there is zero article when the noun following it, is common noun and plural. They wrote: (They hunted the sharks) instead of (They hunted sharks).
- Some errors were interlingual, e.g.; errors arising from interference caused by the Arabic language. Some errors were caused by intra-lingual, e.g.; interference within the English language.
- They added 'of' after the correlative conjunction 'both' in situation which did not require this. They wrote: (Since God created, both of, good and evil,...) instead of (Since God created, both, good and evil,...).
- Students committed errors in forming propositional phrases; proposition + verb. They wrote: (...for cure himself) instead of (...for curing himself), (without take measures) instead of (without taking measures).

- They committed errors while forming verb + proposition. They wrote: (search about) instead of (search for).
- One of the most common errors was the absence of the copula where it was necessary. This might be due to the fact that Arabic does not have a copula. Therefore, students produced such errors. Some samples may be selected according to the context. They go: (his style attractive) instead of (his style is attractive) or (his style was attractive), (certain people unhappy) instead of (certain people are unhappy) or (certain people were unhappy), (if these available) instead of (if these are available) or (if these were available), (there many ...) instead of (there are many...) or (there were many...), (can't happy in prison) instead of (can't be happy in prison), (If a man afraid of...) instead of (If a man is afraid of...), (The second theme the loss of...) instead of (The second theme is the loss of...), (The second theme was the loss of...). Even if they applied a copula, it was always the wrong copula. They wrote: (There was no real problems) instead of (there were no real problems).
- When the subject of a sentence was a non-countable noun, the students marked the verb to make it agree with a plural subject. They wrote: (The water which he was trying to cross were very cold) instead of (The water which he was trying to cross was very cold).
- Students faced a true problem with (do), (does) and (did). They were either omitted in questions and negatives or inappropriately used. They were having serious problems with helping verbs in general and those of the present and past simple in particular. They couldn't form negative sentence in present simple tense or past simple. In their writing, we found such forms: (If a person do something wrong,...) instead of (If a person does something wrong,...), (He does not mixed) instead of (He does not mix), (It does not interprets) instead of (It does not interpret), (They do not lost their life) instead of (They do not lose their life), (The king did not listened to her) instead of (The king did not listen to her), (He does not moved) instead of (He does not move), (She did not loved him) instead of (He did not love him).
- Students have not been taught correct construction of negative sentences in parallel addition. They committed such errors: (He

didn't marry or have children.) instead of (He didn't marry nor did he have children.)

- Some students went to the extent of over-generalizing the inflectional system on all verbs in English because the teacher might have been stressing on the third person singular form. It means that it was teacher induced error. The students committed such errors: (We can examines) instead of (We can examine), (They must interprets the story) instead of (They must interpret the story), (He should begins) instead of (He should begin), (He must armed himself) instead of (he must arm himself). However, such errors might be also due to the fact that students have not been exposed to exercises in the modals of English. They did not know also that the verb +s is a characteristic of the present simple tense.
- Students did not know how a relative pronoun works in a sentence or how to construct a relative clause. In this regard, they tended to simplify their structure or overgeneralize it. Describing this phenomenon among learners of English language, Ervin, Tripp, (1974), rightly says, "Morphological and syntactic simplification is common among [children]* learning English. This is an example of 'redundancy reduction' associated with overgeneralization." According to transformational theory, the relative clause is produced from a sentence that is embedded in a noun phrase 'NP.' The original sentence drops its subject noun phrase or object noun phrase as there is a noun identical to the noun just before the embedded sentence in the main clause and it replaces it with the suitable relative pronoun; either who, whom, whose, which, that or where. Students made numerous errors in pronominalization. They confused between who and whom and also used 'of which' for persons. They selected the wrong relative pronouns and wrote wrong sentences. They wrote, (the characters whom are against the king...) instead of (the characters who are against the king...), (Those people whom suffer from jealousy...) instead of (Those people who suffer from jealousy...), (...like the jungle which there is no safety...) instead of (...like the jungle where there is no safety...), (She is his real beloved which he loved) instead of (She is his real beloved whom he loved), (The

king who throne was usurped) instead of (The king whose throne was usurped).

- There were cases of omitting of relative pronouns though they were not supposed to omit them. They wrote: (There are some people live in...) instead of (There are some people who live in...), (pardon everyone he harmed you...) instead of (pardon everyone who harmed you...), (there was no legislation counteracts him...) instead of (there was no legislation that counteracts him ...), (there are many requirements make...) instead of (there are many requirements which make...), (There is no any reason makes him...) instead of (There is no any reason that makes him...). Errors in relativization are attributed to mother tongue interference. Students translated their thinking in Arabic and produced it in English without any observation of the particularity of each language in this regard. It seems that they retained the whole Arabic surface structure in their English relative clause formation. There was evidence of translation because they directly translated the relative pronoun and added also its personal pronoun to it instead of selecting the suitable relative pronoun and then dropping its personal pronoun. The students probably utilized the similar aspects and neglected the differences in the structure formation. Arabic has a pronoun suffix or what Schachter, J., (1974), terms as pronominal reflex. Pronominal errors related to relative pronouns were many. Students wrote, (the woman whom he married her) instead of (the woman whom he married), (the house in which she locked herself in it) instead of (the house in which she locked herself) or (the house which she locked herself in), (his beloved who he loved her visited him...) instead of (his beloved whom he loved visited him....), (the children who told them the story...) instead of (the children to whom he told the story...), (A person who controls himself he will be the winner) instead of (A person who controls himself will be the winner), (His beloved who her appearance...) instead of (His beloved whose appearance...), (The lady that he courted her...) instead of (The lady that he courted...), (The wise men who they control their passion...) instead of (The wise men who control their passion...), (The helpless life that he was living in it) instead of (The helpless life that he was living

in). It is clear that the relative clauses of English posed a great problem to the students though the formation of the relative clause formation in English language shares some similarities with Arabic relative clause formation. This means that student did not know all the relative pronouns of English that is why they couldn't deal with relative clause in English language. They did not delete the pronoun in either subject or object position. Thus, they repeated the subject in relative clause. Some students omitted the pronominal reflex in subject position, but they failed to do so in the object position. They also used colloquial Arabic structure to create relative clause sentences in written English.

- Students produced the two words form as one word. They wrote: (allright) instead of (all right), (inspite) instead of (in spite).
- They wrote compound pronouns as two words instead of a single word. They produced the single words as two words. They wrote: (any body) instead of (anybody), (no body) instead of (nobody), (some body) instead of (somebody), (some thing) instead of (something), (some time) instead of (sometime), (every body) instead of (everybody), (in side) instead of (inside), (some one) instead of (someone), (what ever) instead of (whatever), (any thing) instead of (anything), (every thing) instead of (everything), (for ever) instead of (forever).
- Students confused certain enumerators like, every, amount of, each, etc. They dealt with them in a wrong way. They wrote: (every writers) instead of (every writer), (one of the famous writer) instead of (one of the famous writers), (all kind) instead of (all kinds), (three important topic) instead of (three important topics).
- Student confused between homophones. These can be analogical errors as in: (weakness) instead of (weakness) (there) instead of (their) (by) instead of (buy), (heel) instead of (heal). Such errors may be attributed to non-phonetic nature of English spelling and lack of sufficient drilling and practicing in this regard.
- Student confused between similar, but differently written sounds. They wrote: (simpolism) instead of (symbolism) It seems that they kept in mind the pronunciation and spelling of the initial part of the word (simple); mainly (simple) and tried to overgeneralize it in writing (symbolism).

- In their writings, there was no concord between the word and the number of the noun or pronoun. A singular subject was followed by a plural helping verb. They wrote: (he were writing...) instead of (he was writing...), (They was acting...) instead of (They were acting...). There were also cases of false concord. They wrote: (Their sister met his destiny.) instead of (Their sister met her destiny.). This is a clear example of conflation of (his) and (her).
- Students did not know, at all, how to construct a reported speech. They faced also difficulties in choosing the correct tense in reported speech. In fact, their texts exposed a grim situation in this regard to such extent that the analyzer couldn't make out the intention of the student; whether he wanted to write direct or reported speech. They wrote: (He says those people who know nothing...) instead of (He said that those people who knew nothing ...) or (He says, "These people who know nothing..."), (He says since God created...) instead of (He said that since God had created...) or (He said, "Since God created..."), (He said there are two kinds...) instead of (He said, "There are two kinds...") or (He said that there were two kinds...), (He said if there is revenge...) instead of (He said that if there was revenge...) or (He said, "If there is revenge...").
- Students used simple adjective with 'than.' They wrote: (The king is stupid than his minister...), instead of (The king is more stupid than his minister). They used also the superlative 'best' instead of the comparative (better) adjective. They wrote: (He went for that choice because it was best than other choices) instead of (He went for that choice because it was better than other choices.). Some of them went to the extent of using double comparative or superlative markers. They wrote, (The hero was more cleverer than...) instead of (The hero was cleverer than...), (The main character is the most boldest character in the novel...) instead of (The main character is the boldest character in the novel...). The made wrong formation of the superlative. They wrote: (It is best novel about poverty) instead of (It is the best novel about poverty).
- Students confused between adjectives and nouns. They wrote: (It is a romance play) instead of (It is a romantic play), (Their happy

was great) instead of (Their happiness was great), (He is not marriage) instead of (He is not married).

- Adjectives and nouns were confused when the ending ant/ent was wrongly used for ance/ence. They wrote: (distent) instead of (distant).
- Student confused between adjectives and verbs. They wrote: (It is a wealth country.) instead of (It is a wealthy country.), (Her healthy was not good.) instead of (Her health was not good.).
- Prepositions were a major source of trouble for students. In this regard, we may remember what Michael, Braganza, (2000), has said. He, appropriately, said, "Nothing is perkier in English language than the use of prepositions. The word may be same, but it requires a different preposition for different purpose. And sometimes the use of any preposition makes the sentence wrong." It is their 'perky' situation which students faced when they dealt with prepositions. They wrote: (The king died with poisoning.) instead of (The king died of poisoning.), (Characters think for the future only) instead of (Characters think about the future only.), (The writer is superior of his contemporaries.) instead of (The writer is superior to his contemporaries.), (The writer argues of a society that....) instead of (The writer argues about a society that....). Students did not know that certain prepositions, such as between, among, should be followed by plural nouns. They wrote: (between character) instead of (between characters) (among novelist) instead of (among novelists).
- Wrong formation of sentence with the verb 'need': (He needs to a society to help him.) instead of (He needs a society to help him.).
- They made wrong use of idioms. They wrote: (soon or later) instead of (sooner or later).
- Intensifiers were also confused. They wrote: (He was very angry that he ...) instead of (He was so angry that he....), (They were so happy.) instead of (They were very happy), (It was too cold.) instead of (It was very cold.) They used double intensifier. They wrote: (He was rather very humble.) instead of (He was rather humble.) or (He was very humble).

An Overview and Some Directives

The above study displayed specimens of errors of

students who were doing a course of 'master's degree in English language'? If this is not disgrace, then, what is disgrace? They indicate that the entire system of ELT in Sudan must be reviewed; right from the school level up to the master's degree level and Ph.D. research level because it seems that teacher's qualifications, the type of teaching material, method and technique, awry priorities of ELT, wrong learning strategies, etc. contributed to a great extent to manufacture the disgrace which reigns in each and every institution, department or class which is engaged in teaching English in Sudan. The reviewing must be done immediately and without any delaying otherwise the system will continue to cheat itself and cheat the entire society.

The above specimens of errors show that the writings of students who were doing a course of 'master's degree in English language' were loaded with many types of errors which were not supposed to be committed by a student who is expected to be a holder of master's degree in English language. It is disgraceful, indeed. In fact, there were many other types of errors, but the space of the study was not allowing more than what has been studied. In their writing, there were clear manifestations of Arabic language interference, wrong translation from mother-tongue into English language, ignorance of the right word, false concept hypothesizing, overgeneralization, incomplete application of rules, faulty teaching, language transfer, etc. As far as the mother-tongue interference is concerned, students imposed the patterns of the Arabic language on those of English language and produced an Arabicized English in every sense of the term. As far as overgeneralization is concerned, their writings showed many manifestations of intralingual interference. They attempted also to simplify English language. They also extended the rules and semantic features and applied them on other rules and semantic features in the same language.

The bulk of their writing showed that there are many cases of, both, oversimplification and redundancy. Oversimplification of the target language system is opposite of the tendency of redundancy. However, both sacrifice the grammar of the target language. Redundancy is the tendency to make use of a greater number of linguistic signals than what is, strictly, necessary to write the

correct text and convey the required message. In process of doing so, it sacrifices the required grammatical structure and imposes extra linguistic burden on the learner. As an opposite reaction to redundancy, learners tend to reduce linguistic load, simplify the linguistic rules and reduce the amount of redundancy to the extent of dropping even necessary linguistic signals, so as to simplify the language or the message they want to convey. That is why such learners tend to say, 'This is car' rather than 'This is a car.' This is an example of over-simplification which sacrifices the grammar of the target language.

This sad situation has to be dealt with in order to produce true educational outputs that can claim to be knowing English language and not only holding carton degrees which are not good except in decorating the walls of the living halls at home. It is imperative to review the whole English language courses at the school and the specialized departments levels and re-examine the qualification of the teachers who implement them because it seems that majority of them may be the educational products similar to those students who had been passed off by the failure system of high education or a prototype of that plagiarist who has been exposed in this book. If they are not so, I challenge them to show their Ph.D. researches and let those researches be checked by specialized committees which examine plagiarism cases in researches!

As far as the program of ELT is concerned, it is important to remember that foreign language learning is a cognitive process. It is a process of learning the implicit knowledge of the target language by testing hypothesis about it. It is rule-governed, a dynamic system and a cumulative process. Therefore, the program of ELT has to be designed carefully and scientifically so as to maximize learning and minimize learner's difficulties. While writing in foreign language, errors occur because of the fact that learners lack familiarity with written English through general reading of authentic material. In the book titled 'English as an International Language: Skills to be Given Priority in FLT Situation', I have already given an elaborate strategy for teaching English in a foreign language situation and which skills must be given priority in FLT context. If the book is taken as a guide to

design a comprehensive course of ELT at all levels in Sudan, the learning outcome will, definitely, improve. Many of the above errors can be eliminated through involving learners in extensive and intensive reading of authentic material in English and through engaging them in the activity of writing simple topics and correcting their written works. An intensive remedial course has to be devised right from the school level and integrated into the courses of the specialized departments; departments of English. A program designed to teach efficient reading and writing could easily be devised through consolidating the activities of reading authentic materials and creating writing activities based on them. Such a program, with a little additional effort, would form a base for an effective teaching of writing skill, too. Bikram, K. Das, (1978), has rightly said, "it would appear that teaching writing through reading is both a desirable and feasible objective. In learning to read well, one may be expected to acquire important insights into some of the strategies of successful communication through writing, which could be utilized in one's own writing."

Moreover, according to the students' poor performance in writing, it is clear that true teaching of functional grammar is not part of the syllabus at the school and the specialized departments at the university level and even if it is incorporated in those syllabuses, the course of functional grammar is not devised properly nor is it taught exhaustively with intensive practical drills. In fact, learners were enrolled and graduated with a defective ability to write in English language and thus the whole effort defeated the very purpose of being specialized in English language. They are not only passed through various stages of education till they have graduated with a bachelor's degree, but they are also admitted, randomly, to the course of master's degree in English without revising their true eligibility to undergo such a course! Therefore, the system is producing that type of the holders of Ph.D. degrees in English from Alneelain university who achieved a Ph.D. through plagiarism and not through a true research work. One can imagine the extent of the defective system of education which is dominating Sudan and the depth of the ditch in which it rests! It is important to remember that since errors are unavoidable and since not all learners may possess the natural capacity to sort out

grammar rules for themselves, then, some form of formal teaching of functional grammar should be carried out to minimize the occurrence of errors. The incorrect English results from the lack of the knowledge of grammatical rules and bad English results from incomplete understanding of the peculiarities of English language. Without the formal teaching of functional grammar, the writing performance of students would remain, gravely, defective even if they come to get specialized in English language though such a person should not be graduated as specialized in English language even if it is required to shut the windows of fees and ‘fodder’ in universities! Formal teaching of functional grammar helps learners a lot in situation where English is taught as a foreign language. Krashen, S. D., (1981), has discussed how formal instruction in grammar can compensate for the lack of natural capacity to sort out rules for oneself in adult learners. Thus, teaching of functional grammar is essential for the learners in a formal teaching situation, particularly, where the learner does not get the sufficient amount of exposure to English language. We fully agree with Rivers, W. M., (1968), who considers that language is rule governed behavior. Hence, one of the tasks of teaching is to find ways of helping learners to internalize the rules of the language. At a stage when the learner must decide what he wants to say and how to say it, he needs to know something basic about the system of the language as a whole; including functional grammar. At this stage, the language system may need to be clarified by a systematic grammatical presentation and ‘practice with understanding’, to enable the learner to express his thoughts meaningfully and clearly. Thus, more care should be given to the teaching of functional grammar and providing students with a lot of practical exercises in each and every grammatical items so that they may remember the rule and think in English correctly. A defective knowledge of the grammar of English language means a defective system of thinking that will fail to produce a sensible language. Michael Braganza, (2000), remarked rightly, “Grammar is not merely the science of right writing, but it is also the essence of right thinking. Grammar is the logic of language as logic is the grammar of thinking.” The learners must learn functional grammar of English language; in the sense that the sentences which he produces should conform to

English patterns in the accepted norms. We can't be content with just any kind of communication, however clear the meaning of the communication may be if we do not give consideration to what words and grammar tell us about how to put them together in appropriate order so as to make sense. It is important to remember that teaching of functional grammar will help and encourage the learners to attend to form in writing, use it to understand reading material and become accurate in translation. According to Rubin, J., (1975), attending to form is one of the characteristics of a good language learner. In other words, in order to make students internalize the grammatical rule, it is essential, as Taylor, C. V., (1976), puts it, "to provide material which activates rule-forming process, and that avoidance of error is greater when the rules have become systematically internalized by the learner." Attending to form of the language helps learners monitor their language performance and output, derive feedback from their performance and output and learn from their own errors. Where learners need English language only for reading, writing and translation purposes, as in Sudan, and as such learners have more time at their disposal to monitor their output, the formal knowledge of the rule of English language serves as a good check on their written and spoken performance. Where native speakers or teachers are not usually available to offer corrective feedback, especially in FL learning situation, the only alternative is the formal knowledge of the rule of grammar and usage which must be taught in classes along with the presence of a good dictionary. Hatch, E., (1978), points out that a good dictionary and a single reference grammar will help a learner whenever he has difficulty. Hence, a source of functional grammar which has intensive drills shall be introduced right from the school level so as to arm learners with the ability to construct correct sentences. In this regard, I recommend my book titled '**Grammar of English: Rule, Drills and Explanation.**' It can be downloaded from the internet. It is a good book of grammar which is being used even in Europe. The latest version can be obtained, in pdf form, from the author himself through the e-mail: dryeddi12@gmail.com.

Moreover, learners must practice writing a lot because writing good English requires something more than producing

mere, grammatically, correct English. They have to feel the language in order to write properly. Chettur, C. K., (1969), properly expressed, "Good English is something more than correct English. Correct English is grammatical English. Good English is idiomatic English." Michael, Braganza, (2000), also pointed out, "The right principle in correct English is to 'watch your words' you have to be conscious and careful about the kind of words you are using."

In addition to writing, learners should expand their stock of vocabulary through intensive reading as it will make them aware of the way words are written because spelling errors, as Ashok, Tiwari, (1985), aptly expressed, "arise from some complexity in the words themselves or involve some kind of over-generalization." It is the stock of vocabulary that furnishes the way for thinking and becomes a source of enriching it. Making learners familiar with words in context is the most effective way of consolidating the position of words in their memory. This can be achieved through intensive reading of authentic material and writing topics that are within the level of the learner's achievement in the target language.

While correcting the writing of the learners, the teacher should make a note of the common errors committed by the learners and then analyze these errors to know the reasons behind their occurrence. He has to study and analyze the pattern of errors committed by learners. If regular patterns of errors can be spotted in the performance of all learners in a given teaching/learning situation and if they are bound to progress through this pattern of erroneous learning, then, their errors can be taken as clear evidence, not of failure to learn the target language, but of success, achievement and steady progress in learning. That erroneous learning can be corrected and put on the right track of learning through analyzing and diagnosing its various aspects. To achieve a successful analysis and diagnosis of the errors, the areas of common errors should be carefully selected on the basis of that analysis. In other words, the analysis and diagnosis of the errors and contemplation over their causes help the teacher to devise remedial material and do his best to give learners practice on them so as to avert the occurrence of errors in future because prevention

is better than cure. Thus, from this point of view, errors must be viewed as inevitable by-products of the whole process of learning the target language just like that of the process of the acquisition of the mother-tongue. Therefore, the teacher must exert all efforts to replicate, if possible, some aspects of that acquisition in learning of English as a foreign language, too. In this regard, teachers should conduct researches about the way the children learn Arabic language. He may also make audio-visual material as part of his teaching aids and advise parents to engage their children in watching videos that help them to listen and read simultaneously. This will be effective in schools which start teaching English language at an earlier age. This may help the teacher and parents to train children in developing reading and writing skills, consolidating functional grammar and enlarging the stock of vocabulary in context. This is the best way to replicate some aspects of that acquisition in learning of English as a foreign language. Miller, G. A., (1964), has, rightly, pointed out by saying, "if we wished to create an automation to replicate the child's performance, the order in which it treated the various aspects of grammar could only be decided after a careful analysis of the successive stages of language acquisition by human children." It will be a process of internalizing not only the functional grammar of English language, but also all aspects of English language through a mechanism which is similar to that of the acquisition of the mother tongue if not, exactly, identical to it.

Moreover, errors should be treated as important feedback for the learners himself. Allwright, D. and Bailey, K., (2004), consider this feedback as the 'evaluative feedback' which may help teachers and learners to find a cure for the problems in the process of learning and teaching, as well. However, Allwright, D. and Bailey, K., (2004), consider that the treatment and cure are two distinct things. They warn that, "just because the teacher treats an error in some way, or just because the learner, in response to the treatment, manages immediately to get something right that was previously wrong", does not mean that a permanent cure has been accomplished. The treatment of errors should be in various ways. For example, Vigil, N. and Oller, J., (1976), advise teachers to provide learners with appropriate 'cognitive feedback' as well as

‘affective support’ so as to make them aware of the error they have committed and avoid it in future. The teachers must provide the learners with the feedback they need to modify the way they learn and use the target language. As it is mentioned earlier, it is common that learners, in the process of learning the target language, build up their interlanguage under the influence of the mother-tongue. Therefore, it is the task of the teacher, as Allwright, D. and Bailey, K., (2004), point out, to help learners to move away from the interlanguage state of affairs and get close to the target language norm.

However, Allwright, D. and Bailey, K., (2004), show how the decision to treat or to ignore the error is a complex matter. If a teacher decides not to treat a specific error in a learner’s language performance, the other learners, in the class, may wrongly consider that it as an acceptable norm of the language input and consequently continue committing it. Some learners may expect more corrections than the usual ones provided by their teacher. Some other learners may feel offended if a teacher, as Allwright, D. and Bailey, K., (2004), say, ‘over-correct’ them. Thus, in this way Allwright, D. and Bailey, K., (2004), present the complexities that surround the issue of treating errors and therefore they advise the teachers to engineer a middle course in this regard. Allwright, D. and Bailey, K., (2004), advise teachers to observe the results of immediate, delayed or postponed treatment of some errors and make, accordingly, the informed decisions when to correct such those errors because some errors committed may be observed either by the learner himself; (self), or by someone else; (interlocutor) and the learner may make the best use of that observation and avoid committing the same error again. Correcting the actual error is known as ‘repair’ which can be done by the learner himself. In such a case, it is called as the ‘self-repair.’ In this regard, Krashen, S. D., (1977), has pointed out that every learner has a ‘monitor’; ‘a set of rules’ that can prevent or repair some of the errors in some situations. The ‘repair’ can also be done by the interlocutor, i.e., either the teacher, other learners or someone else who is knows the target language very well. This means that the teacher must make a judicious selection of the errors that must be treated and then interfere to treat them.

Therefore, prior to tackling the errors, it is always better for the teachers to remember the five questions that Hendrickson, J., (1983), has raised. They are:

1. Should learner's errors be corrected?
2. If so, when should learner errors be corrected?
3. Which learner errors be corrected?
4. How should learner errors be corrected?
5. Who should correct learner errors?

In this regard, Allwright, D. and Bailey, K., (2004), favor the 'self-initiated self-repair' strategy and therefore, they advise the teachers to give the learners, both, time and opportunity in classroom for self-repair; whether it is 'self-initiated' or 'other-initiated.' It seems that Allwright, D. and Bailey, K., (2004), insist on promoting 'the self-repair' at all cost, and further they draw the attention to the fact that explorations in the areas of the treatment of errors need not be left to the researchers because they consider it "an area that lends itself particularly well to explorations by teachers themselves, in their own classroom."

In the classroom, learners may commit oral errors which must be observed by the teacher and corrected, otherwise, such errors will be reflected in writing, as well because in foreign language learning context learner usually write in the same way they speak. As far as the oral errors are concerned, Schegloff, E., et. al, (1977), point out that there are four possible combinations of initiation and repair involving self or other. They are as follows:

1. Self-initiated other-repair: The speakers note breakdowns and request assistance.
2. Self-initiated self-repair: In which the speakers themselves, both, notice and correct the errors.
3. Other-initiated self-repair: The interlocutor notes and comments on the errors, but the speakers themselves repair the breakdowns.
4. Other initiated other repair: In which people other than the speakers both call attention to the errors and provide the corrections.

Finally, it is clear that the book did not only expose and criticize the disgraceful academic condition in the section of English in the college of languages and translation in SUST and the college of education in Alneelain universities, but also gave a

scientific analysis of the deplorable academic conditions of the entire system of ELT in Sudan and suggested many measures to overcome them. The shocking academic condition in the section of English in the college of languages and translation in SUST and the college of education in Alneelain universities is, in fact, a microcosm of the large deplorable condition of ELT and learning in the whole country. It exposes that fact that Sudanese people do not like any aspect of their life to be on the proper track. They never face their reality with a practical mind. They like 'Dagmasa'; beating around the bush and corruption to be involved in everything as if it is a nation that can't accomplish any creative or innovative task. They like only copying and parrot-like imitation of everything and then boasting of possessing what has been copied or plagiarized. This disgraceful academic condition will end up nowhere except in the bottom of the deep ditch of intellectual and scientific poverty and backwardness. The society has to put an end to this disgraceful educational system which 'laughs at beards' otherwise the entire structure of the society will be standing on fragile pillars that hold a weak roof which will definitely collapse on the heads of the people and it is actually happening now in Sudan which is deprived of any touch with the standard human behavior, facilities and services that are available in, intellectually and scientifically, developed societies. This is basically because Sudan allowed its educational institutions to be a hub for all types of disgraceful behaviors which produce fake educated people who have nothing, but empty skulls. If the society does not move to put an end to this disgraceful academic condition, then, I give it tidings of everlasting intellectual and scientific poverty and backwardness that will make it sip all types of disgrace in its life.

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About the Author:

Dr. Abdelrahman Mohammed Yeddi Elnoor is a prominent writer, academician and critic. He was born in Elgolid district; North Sudan on 1st. of June 1964. He got his early education in Khalwa; a form of Islamic education, then, he completed the primary and intermediate schools in Elgolid itself. Then, he completed the secondary school in Khartoum. Then, he joined Omdurman Islamic University in 1986. His aim was to study English language and literature, but against his will, he had been admitted in History Dept., therefore, after completing the first year in that Dept., he departed to India to study English language and literature. He completed the Bachelor of Arts; (English as a major paper), in 1990 from Pune University. Then, he completed Master of Arts; (English Literature as a major paper), in 1993 from Pune University. Then, he completed Ph.D. of English; (ELT), from BAMU in Aurangabad in 1997.

Dr. Abdelrahman Mohammed Yeddi Elnoor worked in the field of translation in the Persian Gulf. He has climbed the job grades till he became Translation Expert. Moreover, after his return to Sudan, he worked as Associate Professor in the College of Languages and Translation in Sudan University of Science and Technology till he was dismissed because he wrote and published an article title: “Marketing Academic Degrees in Sudanese Universities: A Testimony for Allah” which exposed the crooked academic ways of the corrupt stakeholders.

After a prolonged and deep reading, studying and researching in the references and books of those who call themselves Sunnis, he shifted from the so-called Sunna Creed, to Shiism; allegiance to the Progeny PBU them; the

true followers of Quran and the Sunna of the Prophet PBUH and his progeny. He has many written works which explain various aspects of this shift and no Mullah could respond, scientifically, to what he has written in this regard.

He is a proficient writer, deep-sighted academician and sarcastic as well as stinging critic. He has written many books and articles. Some of them are in English and some of them are in Arabic. They cover aspects such as education, ELT, literary criticism, history, religion, politics, short stories and other intellectual issues. Many of them are available in the libraries of more than 160 universities all over the world and also in many international national libraries such as Congress Library in the US and Russian National Library. They are also available online on many websites include the author's own website: <https://yeddibooks.com>. The following are lists which include some of his works:

Books:

1. Tayeb Salih's Season of Migration to the North: An Ideo-Literary Evaluation, (English Version)
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14. The Reign of the So-called Islamists: The Reign of the Harmful Catastrophe. (In Arabic)
 15. Language Teaching: From Method to Post-method: A Sourcebook. (In English)
 16. Mahmood Mohammed Taha: A Contemporary Falta (Sudden Recklessness) from Saqeefa Falta. (In Arabic)
 17. Hasan Abdullah Al Turabi: Hashawi and Salafi Understanding and Holami Compositions. (In Arabic)
 18. O Sudanese! Know Your True Enemy: Other Articles (In Arabic)
 19. Curriculums in Sudan and the Strategy of Misleading the Young People. (In Arabic)
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Some of the Works of Dr. Abdelrahman Yeddi

